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ABSTRACT

Provided are an introductory family day care correspondence course, a trainer's resource manual, and information packets for trainees. The introductory course is organized into 12 topic units plus an introductory unit and covers various aspects of quality family day care. The course materials are organized in two sections: (1) general instructions for offering the family day care independent study course, and (2) the units. Topic units focus on nutrition, caregiver/parent relationship, health and safety, planning an activity program, handling behavior problems, business ideas and methods, growth and development of young children, home arrangement ideas, cultural understanding, needs of handicapped children, community resources, and school age day care. Related materials, such as recordkeeping forms, are appended. The trainer's resource manual instructs trainers in the use of 13 information packets developed especially for family day care homes and includes appended materials about determining readability of materials for caregivers and the relation of the packets to child development associate (CDA) competencies. Each of the trainee's information packets contains at least six different items, all of which focus on a single topic. The topics of the packet materials are the same as the topics of the instructional units in the correspondence course which supplements the packets. (RH)

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Family Day Care

INDEPENDENT STUDY COURSE

by

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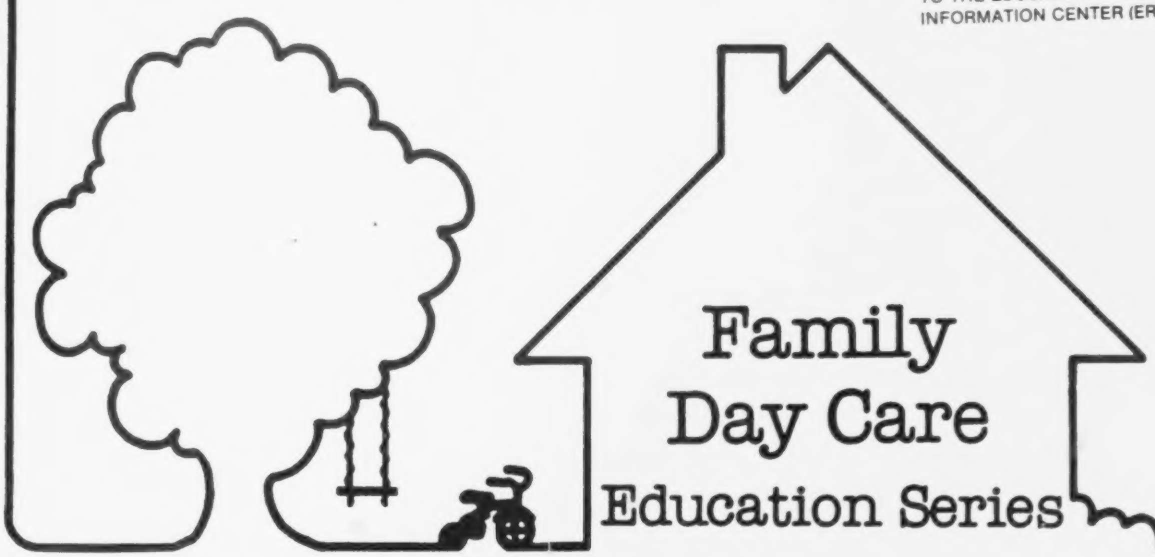

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North Carolina Department of Human Resources

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a grant from the Carnegie Foundation

FOREWORD

This Family Day Care Independent Study Course was originally developed and field tested in 1982-83 with support from the North Carolina Department of Human Resources, Office of Day Care Services. During 1984-85, the material was revised under a grant from the Carnegie Corporation. Both phases of the work gained substantially from input by members of our Advisory Committees.

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We wish to thank the North Carolina Office of Day Care Services, directed by Rachel Fesmire, for funding the initial development and field test of this course, and for providing guidance and assistance, especially from Phyllis Rollinson, Beth May and Jan Keller.

Our special thanks go to the over sixty North Carolina home day care providers, who worked many hours on unit after unit as they took part in the field test of the course. Their successes and failures gave us the most valuable feedback possible. Their obvious enthusiasm and enjoyment of this learning opportunity reaffirmed our belief that the course is a useful tool for training in family day care.

With the help of a grant from the Carnegie Corporation, the packets, manual and independent study course were revised to make them suitable for national distribution. Beth Bourland coordinated the revision, ably assisted by Mary Rutala. Our competent secretarial staff for the various versions of the independent study course consisted of Norma Locke, Donna Ray and Charlsena Stone.

The staff of the Family Day Care Education Series wishes to thank all of these individuals who generously shared their skills, insights and knowledge with us, who carefully reviewed our work, and warmly supported our efforts at every step of the way.

Thelma Harms
Project Director

Beth Bourland
Project Coordinator

Chapel Hill
1985

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SECTION I

General Instructions for Offering the Family Day Care Independent Study Course

RELATIONSHIP OF THE COURSE TO THE FAMILY DAY CARE PACKETS

The Family Day Care Packets provide the text for the Independent Study Course. A representation of a typical packet is shown in Figure 1. Each unit of the course consists of one packet and its own study guide, which gives detailed instructions for completing the unit. There is usually at least one activity in the study guide for each of the packet pieces. The following shows how the study guide activities generally relate to the packet pieces.

Since the packets are an open format, you may add any local materials that you wish.

Packet Pieces	Study Guide Activities
READ THIS FIRST. A letter from the author which lists the packet's goals and provides a simple user's guide to the contents.	Read.
CORE BOOKLET OR PACKET PIECE 1. A booklet written by the author with the main message.	Read and answer Quiz Questions. Do and report on an activity which relates to the content.
PAMPHLETS. One or more pamphlets that add to the information given in the Core Booklet.	Read and answer Quiz Questions. Do and report on an activity which relates to the content.
SOMETHING FOR CHILDREN. A card with activities to do with children.	Do one of the activities and answer questions to tell how it went.
SOMETHING FOR YOURSELF. A slip which suggests an activity for the caregiver directly related to her program.	Do the activity and report on it.
SOMETHING FOR PARENTS. A slip which involves the parent in some activity with the day care home.	Hand out to parents and report on the information that resulted.
WHEN YOU WANT TO KNOW MORE.	Send for material and report on what was done.

For information on how to acquire sets of these packets for use in the course, contact Toys 'N Things Press, 906 N. Dale Street, St. Paul, Minnesota 55103 (612-488-7284).

OVERVIEW OF THE COURSE

The Family Day Care Independent Study Course is an introductory family day care course given by correspondence. The course is organized into thirteen units (12 topic units plus an introductory unit) and covers various aspects of quality family day care. It was developed and field tested by the Homebased Day Care Training Program, directed by Dr. Thelma Harms at the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill, and funded by the North Carolina Department of Human Resources, Office of Day Care Services, Rachel Fesmire, Director. The course was revised for national distribution after a field test with 60 family day care providers in North Carolina. Funding for the revision and seed money for the national printing was provided through a grant from the Carnegie Corporation of New York.

The primary goal of the course is to provide essential child care information in a readable form for people who are currently caring for children in their homes. To meet this goal, the course was designed with the following characteristics:

- Units follow a self-instructional format, giving clear objectives and complete directions.
- All course materials are written at a 5th/6th grade reading level.
- Instructor/student interactions take place through telephone and/or mail communications.
- Each student works at his or her own pace.
- Reading materials used in the course are written specifically for family day care providers and are organzied into packets. This format is flexible and permits the addition of local materials.
- Assignments require caregivers to conduct and report on activities involving children which are a normal part of a quality family day care program.
- Assignments include work with parents and activities to improve the business management aspect of day care.
- Most of the assignments are practical, requiring that the independent study student have a child care group to work with while taking the course.
- The introductory unit, Family Day Care and You, should be sent out as the first unit. The 12 topic units may be sent out in any order desired. Student interests and instructor requirements may determine the order of units.
- The units may be organized into courses of varying lengths, depending on student needs. (See Appendix J for course suggestions.)

ORGANIZATION OF MANUAL

This manual consists of two sections: I. General Instructions for Offering the Family Day Care Independent Study Course, and II. The Units. The pages have been color coded in the following way: gold is used for title pages; cream is used for instructor's information; white is used for student materials.

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Figure 1

A REPRESENTATION OF THE FAMILY DAY CARE PACKET CONTENTS

READ THIS FIRST
a letter from the author which lists the packet's goals and provides a simple user's guide to the contents

CORE BOOKLET
a booklet written by the author with the main message

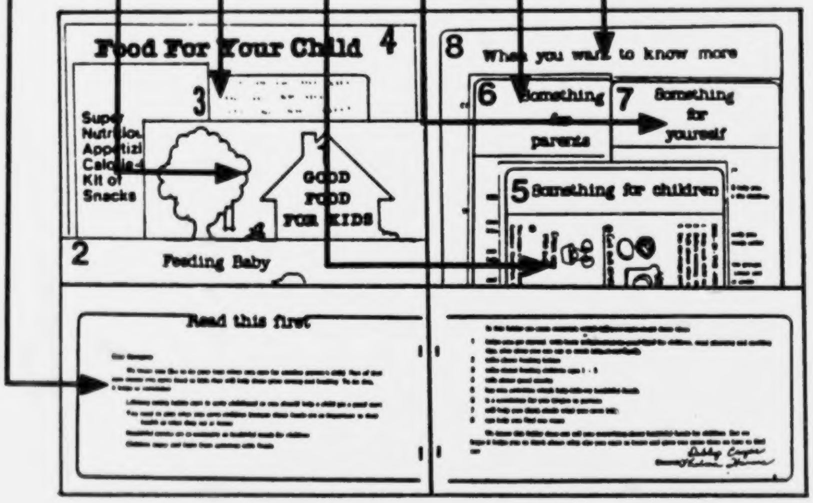
PAMPHLET
one or more pamphlets based on outside sources or written by the author(s)

SOMETHING FOR CHILDREN
a card with activities to do with children

SOMETHING FOR YOURSELF
a slip which suggests an activity for the caregiver, directly related to her program

SOMETHING FOR PARENTS
a slip which involves the parent in some activity with the day care home

RESOURCE PAGE
a sheet which lists things the caregiver can do to get more more information beyond this packet


Food For Your Child
4
8
When you want to know more
3
Super
Nutritious
Appetizi
Calcium
Kit of
Snacks
GOOD
FOOD
FOR KIDS
6 Something for parents
7 Something for yourself
5 Something for children
2
Feeding Baby
Read this first

COURSE INSTRUCTOR'S ROLE

The term "Independent Study" can easily be confused with "self instruction" or "programmed instruction" which require no instructors. Actually, the instructor of an Independent Study or Correspondence Course is a very important part of the course, even though face to face contact between the student and the instructor may never occur.

The instructor of an Independent Study Course uses remote communication forms, usually writing and telephone, to bolster student motivation and provide corrective feedback on course content. In addition to competence in early childhood education and child care, the instructor needs practical experience with family day care settings.

Each unit of the Family Day Care Independent Study Course takes an average of two hours of instructor's time per student. This time estimate includes reading and correcting the students' work pages, sending written or telephone communication, mailing, and getting new information to answer unanticipated questions asked by students.

The instructor should be prepared to deal with a wide variety of students. Some will have little formal education and a relatively poor level of literacy and writing, while others will have excellent educational backgrounds. Some students will complete units rapidly while others will take months to complete a unit. Some will be taking the course voluntarily while others are meeting a requirement. However, like any good facilitator, you, as course instructor, will be most successful if you are truly interested in each student's efforts and familiar with each student's situation, problems, and interests. A student information form is provided in this manual to give you a way to gain the information you need.

The Independent Study instructor should also be prepared to deal with adult students who want to be seen as competent equals. Exchanging information about yourself tends to give the student a sense of relating to another adult on an equal footing. An instructor form is also included in this manual.

Having the entire course already developed with each unit waiting to be sent out should make it possible for the instructor to spend more time responding to each student's efforts and individual needs.

The instructor and/or institution should decide how to divide the 13 units into courses, and the sequence of the units. Course credit should be given according to the course length. (See Appendix J for suggestions.)

CONTACTING STUDENTS

The Family Day Care Independent Study Course should be listed in the catalog and brochures of colleges, technical institutes, or agencies which are offering the course. A prospective student will, therefore, make written or verbal contact with the institution to express interest in the course. Once this has been done, you as the instructor can begin the enrollment and orientation process and establish an on-going contact with the student.

1. ENROLLMENT

Begin the enrollment procedure by sending the student a Family Day Care Independent Study Course Caregiver Information Form (Appendix B).

°Before mailing fill in the date of return at the top.
°Fill in your name and address if it is not already printed on the form. Please write clearly so the caregiver can easily read it.

You may need a cover letter to send with the form, which states the cost and any other specific information from the group which is offering the course. It should contain some of the following information.

°How much time the student has to complete each unit.
°How the instructor and student will stay in contact.
°What the student's reward will be upon completion of the course.
°How finances are to be handled.
°What the student signs as agreement to enroll (this might be a tear-off portion of the letter).

When the student returns the Information Form add her/his name to your Reference Chart (Appendix A) and make a student folder. File the Information Form in the folder and move on to the orientation process.

2. ORIENTATION

You will send the student three pieces of information as an introduction to the course. They will all be mailed together.

Orientation Letter (Appendix C)

This letter explains how the course operates and describes the system for exchanging materials.

°Make sure the letter fits your situation. If it does not, then make any changes needed.
°Fill in the student's name.
°Sign with your name.

Instructor Form (Appendix D)

This form provides the student with some professional and personal background information about the instructor. It helps substitute for the informal contact that might ordinarily take place between teacher and student meeting in a classroom.

°Fill it out.
°Enclose with orientation letter for student to keep.
°If returned by the student, send it back with a short note instructing the student to keep the form where information on it can easily be found and used.

Student Form (Appendix E)

°Enclose with orientation letter.
°When returned, read carefully.
°File in student's folder.

3. UNIT MAILING PROCEDURES

To avoid having the nitty-gritty job of stamping and mailing become a real burden, you must set up a procedure for dealing with it. Some questions will have to be settled before you can decide on your unit mailing system.

°Who pays the postage for returning the worksheets? (If the training group does, the worksheets will probably arrive more promptly. But you will probably need to supply the envelopes, too.)
°Will you supply a self-addressed, return envelope with each study unit? (It will cost more but you will not have the problem of lost or long delayed mail.) Will you reuse the envelope?
°What goes in each mailing? (Do you send new units and graded worksheets from completed units or handle each separately?)

During the field test of the course, the following system was used. In this system, the instructing group was responsible for postage and graded worksheets were included in the envelope with the new unit.

Step 1.

Address a large (10 x 13) manila envelope to the student, with your return address in corner. Put on outgoing postage. (During the field test, postage averaged approximately $2.00 per unit.) In the envelope put the following and mail.

°Unit #1 Packet
°Unit #1 Independent Study Course Study Guide
* °A small (10 1/2 x 7 1/2) manila envelope addressed to yourself and stamped with return postage for unit #1
°Any special memo needed for that unit or that student (Memo forms for you to copy are found in Appendix F.)

Step 2.

When the worksheets are returned, save the small manila envelope to use again. (Attach it to worksheets.) Grade the worksheets and go to the next step.

Step 3.

Again, address a large manila envelope to the student, with your return address. Put on the outgoing postage for the next unit. Put in the following and mail.

°Graded worksheets from Unit #1
°Unit #2 Packet
°Unit #2 Independent Study Course Study Guide
* °Small addressed envelope you saved, newly stamped, with return postage for Unit #2
°Any memos or inserts

These steps are repeated for each new unit. If the training group does not plan to pay return postage, those things marked * are omitted.

The process is easier when you have a good storage space for the materials mailed in this course. Ideally, they should be stored so each piece of the correspondence is easily available to you as you fill the envelopes, with individual stacks for each unit; packet, study guide, and Record Sheets of Answers together.

GUIDING AND RESPONDING

1. MOTIVATING

Caregivers who have sent for information about the course or in some way contacted the instructor have shown some motivation already. To best continue that interest you should try to be positive in all communications you have with the student. Tell her something like this:.

°I'm glad you're taking the course.
°It's exciting to have someone from your location.
°Your group sounds interesting.

Each time you contact her look for something positive. Be honest but make a point of finding an action or attitude to praise. Here are a few ideas for doing this:

°When she completes the student form respond to what she lists as interests or what she feels she does well.
°Praise a recorded activity even if it is not too imaginative. Then you can suggest a way to expand it: "It might be fun to try it in a different space sometime."
°If she calls, tell her how nice it is to get a chance to chat personally.

Deal with the caregiver as you would any other professional adult. Treating the course as professional advancement motivates the student and gives her a sense of belonging to an important vocation. You have a good chance to increase her professionalism since you are often one of the few professional contacts she has.

The course has some motivating ideas built into it. You will find even more as you work with it. Emphasize these to the student.

°It can be done essentially at home and does not require going out to class.
°Many study activities, such as planning for field trips, menus, setting up files, etc., are already required as part of the day care job.
°No money is needed for special supplies.
°It has a flexible time limit so a unit won't be "late" if the student has to give it low priority for a while.

Your own educational organization will want to consider some motivating factors that answer its particular needs and regulations. They might include some of the following.

°Give grades and credit applicable to some certificate or degree. (The North Carolina Office of Day Care Services offered a special Letter of Recognition to individuals who received training with the Family Day Care Training Packets. For sample forms, see Appendix K.)
°Provide postage and address envelopes to make returning work pages easier.
°Allow a specified number of collect phone calls to encourage the student to contact you.
°Keep course fees to a minimum or perhaps refund a certain portion to those who complete all units.
°Let a caregiver try just one trial unit with credit to be applied to the course if she later enrolls.

Whatever else the individual institution's regulations are for courses, you as the instructor must take this as your golden rule: Find something positive in everything the student does.

2. ENCOURAGING

There are many ways to encourage the independent study student. To help you organize some ideas about such opportunities, we've divided them into direct, indirect, and personal ways to encourage.

Direct

These are written or verbal messages addressing a particular point.

°Responses to the worksheets should be written and should serve to clear up an incorrect or incomplete answer. When you must mark "wrong" next to a question, or have a student revise the work on an activity, explain: "It didn't work that time but have you tried it again?" or "Your answer is what most of us have always thought but today experts believe . . ." Return the worksheet with notes that encourage the caregiver to feel she's on the right track or, if necessary, be willing to give it another try. You are there to help her succeed, not to test her.

°Memos allow you to give general encouragement on the whole unit (Example: I really enjoyed reading this one. You're getting the idea of planning - that will make it easier next time.") Or you can use memos for giving extra resources to those who want to go further than the course demands. Memos can be long or short. They can provide a bridge between units. (Example: I'm really anxious to see what you do with this new unit!) The memo form will draw attention to your message immediately. (See Appendix F for Memo Forms.)

°Phone calls have the advantage of settling misunderstandings or questions immediately. A telephone call can clear up that one question that might have been holding up the whole unit. Knowing you are concerned enough to make a call can be encouraging to the caregiver who has not been able to work on the unit because of some temporary stress.

Indirect

Indirect encouragement is given by the respect you show the student and her work.

°Take care of her Work Pages. Don't lose them. Return them promptly. Don't nit-pick about spelling or grammar. Respond on the Work Pages in a way that will keep them usable for her files. Avoid red ink, (although other colors are appropriate) and marking through statements, or putting an X over answers.

°Ask the caregiver if you may pass on her ideas to another student. She will be encouraged to know her work is worthy. Note respect for the ideas she expresses even if they differ from yours. This will encourage her to expand her thinking for the next assignment.

°Individualize the assignments, when necessary, to encourage the student to try them . If, for example, you know she has only two children and the assignment has an activity for four, tell her how to adjust it when you send the unit out. Or if the assignment involves parents and you know hers have been uncooperative in the past, suggest a way, ahead of time, that she might handle the activity.

Personal

Independent study in most cases means the student and teacher will never meet. Yet instructors feel a more personal relationship can be encouraging to the student. You might build such a relationship by doing some of these things.

°Send season's greetings, get well, or birthday cards.
°Review the student form to remind yourself of names of children and use them when writing or talking to the participant.
°Keep the student's personal interests and skills in mind and relate them to the units you send.
°Mail a pamphlet or article that you know is related to personal interests.

KEEPING RECORDS

1. STUDENT RECORDS

A simple system for keeping records is necessary in an independent study course where each student is working at a different rate and has a different schedule for receiving and returning materials. In this course each student will have more than a dozen separate mailings. To simplify, we have used a system that has two parts: the first is a chart on which quick reference notes are made; the second is an individual student folder in which detailed records and all returned student materials are kept.

The Reference Chart

This chart (Appendix A) is used for recording the name of each participant, the dates materials are mailed to and received from each student, the number of telephone calls occurring between the instructor and student, and the unit grade. It is designed as a reference, so a quick glance can give the instructor a picture of the student's progress. More detailed information is kept in the student's folder.

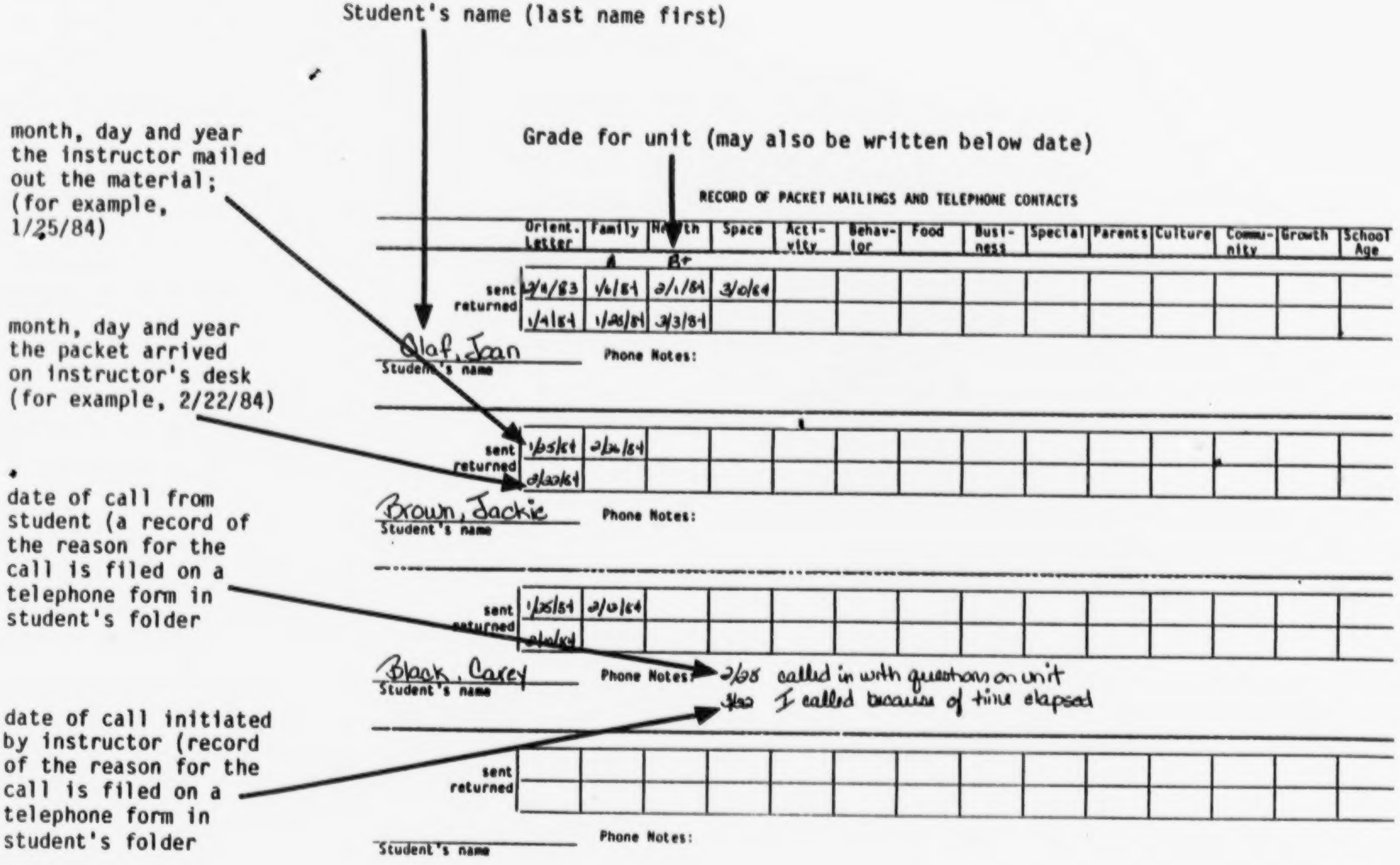
When a group of students all begin the course at the same time it's possible to list the names alphabetically. But in most cases names will simply be added as the students enroll. Instructors may work out their own system for making it easy to find unalphabetized names. For example, you might start a new sheet each month so only a few names would have to skimmed each time to find the student. The date units are returned to you is noted. Since they are mailed back to the student (after grading) with the next unit, a separate record of that mailing date is not needed. The time between the dates of two units also shows how long you took to respond. By noting the date the packet arrives, you will have a record of where the packet is even if you are unable to grade it right away.

Although not actually designed for grading, you can assign a letter grade to each student's unit and record in the space just over (or under) the dates for the unit on the chart.

When properly kept, the chart will tell you at a glance, how many units the student has finished, which unit she is working on, the average time she takes for a unit, whether she works independently or needs a lot of support through telephone contacts and how long you, the instructor, took to respond.

Following is a working sample of the Reference Chart.

INSTRUCTIONAL MODEL OF REFERENCE CHART



Student's name (last name first)

month, day and year the instructor mailed out the material; (for example, 1/25/84)

month, day and year the packet arrived on instructor's desk (for example, 2/22/84)

date of call from student (a record of the reason for the call is filed on a telephone form in student's folder

date of call initiated by instructor (record of the reason for the call is filed on a telephone form in student's folder

Grade for unit (may also be written below date)

RECORD OF PACKET MAILINGS AND TELEPHONE CONTACTS

	Orient. Letter	Family	Health	Space	Activity	Behavior	Food	Business	Special	Parents	Culture	Community	Growth	School Age
		A	B+											
sent	12/4/83	1/6/84	2/1/84	3/0/84										
returned	1/4/84	1/26/84	3/3/84											

Olaf, Joan
Student's name — Phone Notes:

sent	1/25/84	2/26/84												
returned	2/22/84													

Brown, Jackie
Student's name — Phone Notes:

sent	1/25/84	2/10/84												
returned	2/10/84													

Black, Carey
Student's name — Phone Notes: 2/28 called in with questions on unit
3/20 I called because of time elapsed

sent														
returned														

Student's name — Phone Notes:

The Student Folder

This folder contains current and permanent materials. It begins with the Caregiver Information Form and the Student Form which are returned to you at the beginning of the course. Then, copies of all letters and memos you send to the student are included, as well as completed record forms for telephone calls. The current unit when mailed back by the student is kept in the folder until it is graded. Sample copies of the student's completed Work Pages plus the last activity of each unit, "Thinking It Over," are added when the graded unit is returned to the student. When the student has completed the course all information for each student is kept in the folder as a permanent file.

Keep all materials together to help give a complete picture of the student. For example, when you are reading the student's Work Pages, to make an answer more understandable, it is frequently helpful to review the Student Form. Or you can give a quick glance at a telephone record to remind yourself of the reason a student's unit is later than usual in coming. Having the information all together just makes it easier to use. A pocket folder with completed forms in the left pocket and materials you're currently working with in the right pocket could make your job even simpler.

In the Appendices there are a number of different forms. Take a minute to look at them and think about how they add information about the student.

Caregiver Information Form (Appendix B): Completed by the caregiver as application to the course.

- °Read it and place it in the student's folder.

Orientation Letter (Appendix C): Describes the course.

Instructor Form (Appendix D): Professional and personal information about the instructor.

- °After filling it in, make a photocopy to file if you have added notes to the regular questions.
- °Send to student.

Student Form (Appendix E): Adds information about the student to that which you received on the Caregiver Information Form. When the student has completed and returned this form read it carefully.

- °Place it in the folder.
- °Refer to it frequently.
- °If any information is not filled in, telephone the student or use a memo form (Appendix F) to ask the question again, if you feel it is important.
- °File the student's answer with the form.

Telephone Form A (Appendix G)

This record is for follow-up after a student has enrolled in the course and received the orientation letter but has not responded by the agreed time. It gives you an idea of what to say to the student while providing a record of your call. It is completed while you talk to the student.

°Call the student and read from the form.
°Check the blanks as you talk.
°Mark the suitable action to be taken.
°Note the call on your Reference Chart
°Put the Telephone Form in the student's folder.

Telephone Form B (Appendix H)

This form is to be used when a student is late in returning a unit and you have not heard from the student.

°Mark as you did Form A.
°Note the call on the Reference Chart.
°File in student's folder.

Telephone Form C (Appendix I)

This is a general form for keeping records of calls made by either the student or the instructor to one another.

°Write in the date and the name of both people.
°Make a check to show who made the call.
°Note the purpose as you talk (add more detail later if desired).
°Make sure the decisions made between you and the student are written in during the call in the section marked action to be taken. (Sometimes both sections will have notes, sometimes only one.)
°Read the decision aloud after its written to be sure it is understood by both of you.
°Note the call on your Reference Chart.
°File the form in the student's folder.

To make it easier to keep notes during a call, copies of the forms should be kept handy near your telephone so you can begin to fill in the form as soon as the caller identifies herself as a student.

Memos

A memo form (Appendix F) was designed so the student might immediately notice, amid all the paper, any message from the instructor. You should keep a copy of each memo you send in the student's folder, including memos returned with the graded worksheets, announcement memos, encouraging notes, etc. You then have a cumulative record of all information you have given beyond the printed study materials.

Notes and memos from the student should also be put in the folder.

Sample copies of student's work

Make copies of any Work Pages which you feel are representative of the student's work. These may be particularly creative answers, incomplete work or any other material you need to justify your grade to that student.

Record Sheets of Answers

In Section II, following each unit study guide, you will find a Record Sheet of Answers for that unit. There is one record sheet for each unit. Each sheet contains the correct answers for quizzes plus special information on activities. The sheets allow you to record student responses while they give you a place to note your own comments.

°Fill in the student's name and your own.
°Mark students' answers and write in grade, if necessary.
°File in student folder.

2. GENERAL RECORDS

You may have some general and class records to be kept. Each institution will have unique needs for information. For example, a group of students may be handled as a class, all beginning at the same time, with records kept on the group as a whole. Other information to be recorded might include grade sheets, postage records, tallies of your time spent per student or lists of participants.

FAMILY DAY CARE RESOURCES

1. RESOURCES ESPECIALLY FOR FAMILY DAY CARE PROVIDERS

Collins, A., & Watson, E. Family day care. Boston, MA: Beacon Press, 1977.

The Day Care Training System Project. Caring for children today. Manhattan, KS: Department of Family and Child Development, Kansas State University, 1979.

Durham Day Care Council. How to start and operate a day care home. Durham, NC, 1979.

E.I.D. Associates. Guide for family day care. Salt Lake City, UT.

Hemmings, M. Facts and fancies. Mound, MN: Quality Child Care, Inc., 1976.

The Home Day Care Program. Family day care provider handbook. Dayton, OH: Department of Early Childhood Education, Sinclair Community College, 1979.

Iowa State University Child Development Training Program. Iowa family day care handbook. Ames, IO: Child Development Training Program, 1979.

Pinsky, D., & Perkins, E. Family daycare exchange of information and ideas. Iowa State University Extension Services, North Central Region Publications, 1981.

Pitts, M. (Ed.). When you care for children. Austin, TX: Texas Department of Human Resources, 1981.

Rodriguez, D., & Albert, M. Operating a quality day care service in your home: Caregiver handbook. Pittsburg, PA: Louis Child Care Center, 1976.

Seefeldt, C., & Dittmann, L.L. Day Care #9: Family day care. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1973. (DHEW Publication No. (OHD) 73-1054).

Smith, A. Home caregiver handbook. Tallahassee, FL: Big Bend Community Coordinated Child Care, Big Bend 4-C Council, 1980.

Squibb, B. Family day care: Resources for providers. Harvard, MA: Training Materials for Family Day Care Providers, 1976.

TAPP Associates. Family day care training materials. Washington, D.C.: Creative Associates.

Toys 'N Things Resources, 906 North Dale St., St. Paul, MN, 55103 (free catalog of new family day care materials).

Valenstein, T. At home with children. Ann arbor, MI: University of Michigan, 1975. (ERIC Document Reproduction Service ED 110 158).

West, K. (Ed.). Family day-to-day care. Mound, MN: Quality Child Care, Inc., 1980.

2. GUIDES FOR TRAINERS OF FAMILY DAY CARE PROVIDERS

Adams, D., & Aaronson, L. Family day care. Madison, WI: Curriculum and Instruction, 481 University of Wisconsin-Extension, 1981. An independent study course.

Arnold, B.C. Family day care: Classroom training guide. Fairfax County, VA: Fairfax County Office for Children.

Bell, K., Bell, P., Gardner, A., Hammock, C., Hodges, W., Levie, M., Mills, J., Sheehan, A., Smith, A., & Yandkey, J. Virginia day care skills training guide. Atlanta, GA: TAPP Associates.

The Day Care Training System Project. Manual for trainers of family day care providers. Manhattan, KS: Department of Family and Child Development Kansas State University, 1979.

Early Childhood Studies Program. Minnesota Family Day Care Training and Assessment Project. Minnepolis, MN: Department of Continuing Education in Social Work, University of Minnesota, 1981.

Educational Day Care Consultation Program. What day care mothers want to know: Guidelines for a pre-service or in-service educational program for family day care mothers. Ann Arbor, MI: University of Michigan, 1972.

Family day home training notebook. Austin, TX: State Department of Pubvlic Welfare and Texas Department of Community Affairs, 1976.

Fish, D. (Ed.). Homebased training resource handbook. St. Paul, MN: Toys 'n Things, 1980.

Gardner, A.M., Smith, C.E., Bell, K., & Bell, P. Training guide: Cuyahoga County child care enrichment program. Cuyahoga County, OH: Cuyahoga County Public Welfare Department, 1977.

Harms, T. and Clifford, R.M. The family day care rating scale, Chapel Hill, NC: Frank Porter Graham Child Development Center, 1984.

Home Day Care Training Program. A curriculum to train home day care trainer-consultants. Rhode Island: Rhode Island College and Rhode Island Department of Social and Rehabilitative Services.

United Day Care Services, Inc. Family day care. Greensboro, NC: Author, 1975.

Washington's Title XX Training Project for Day Care Staff. Family day care curriculum. Seattle, WA: North Seattle Community College.

SECTION II: THE UNITS

This section contains the following materials for each of the thirteen units of the course:

Instructor's Information (buff)

Study Guide (white - copy and send one to each student)

Record Sheets of Answers (white - copy one for each student,
to be filled out by instructor)

Family Day Care and You

Primary Goal for This Unit

To acquaint students with the format, content, and type of work required for each unit in the Family Day Care Independent Study course.

Special Notes

This is the first unit you send to students. After this unit has been completed, you can vary the order in which you send the others, depending on the student's abilities, needs, and interests. As you respond to this first unit, it is especially important that you make students feel secure with the work they have done. Use plenty of praise for correct or good answers and, when needed, suggest alternative responses with a gentle instructive approach, giving credit for the student's knowledge and experience whenever possible.

Instructor's How-To

1. Read thoroughly both the packet and the study guide for this unit. Think about the responses you would make in completing the Work Pages.
2. Select and read any of the Instructor's Resources for Family Day Care and You, listed at the end of these directions, or use any of the more general resources listed in Section I.
3. Write your telephone number on the line provided in the study guide. This line is at the end of the section called "How Do You Finish the Unit?"
4. Send a unit package to each student. (See Section I for package contents).
5. Note on your Reference Chart the date you mailed this unit to each student.

6. Fill in the date of receipt on your Reference Chart as each student's completed unit comes in.

7. Read and comment on completed units, using the Family Day Care and You Record Sheet of Answers. Detach and save Activity 6, "Thinking It Over."

8. File in each student's folder:

   The Record Sheet of Answers
   Activity 6
   A copied sample of the student's work (optional)

9. Return corrected Family Day Care and You Work Pages to each student, with the next unit. If you are requiring revisions, instruct the student to send revised Work Pages to you with the next completed unit.

10. Make a telephone call to any student whose unit is late. Use Telephone Form B. File the Telephone Form in the student's folder. Note the call on your Reference Chart.

Instructor's Resources

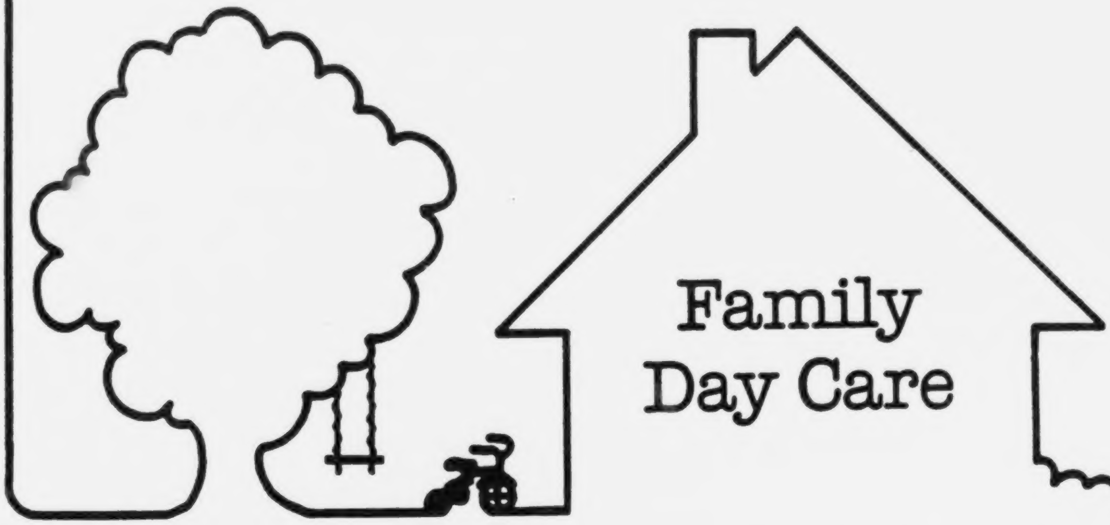
1. Child development series: Day care. Washington, D.C.: U.S. Department of Health, Education and Welfare (series of pamphlets).

2. Galinsky, E. and Hooks, W. The new extended family. Boston, MA: Houghton Mifflin Co., 1977.

3. Murphy, L. and Leeper, E. Caring for children series. Washington, D.C.: U.S. Department of Health, Education and Welfare (series of pamphlets).

4. TAPP Associates. Day care is more than just babysitting. Washington, D.C.: Creative Associates.

Family Day Care and You


Family
Day Care

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Family Day Care Independent Study Course
Study Guide

FAMILY DAY CARE AND YOU

What Is This Unit About?

This unit helps you get started on the Family Day Care Independent Study Course. In it you will try out how to do the kinds of things that are needed in other units. You will get used to the kind of work that you will be doing in the course. Then you will be ready to go on with your study.

What Will You Learn?

When you finish this unit, you will:

1. Have worked through one unit and be ready for the next.
2. Be able to list two things you expect to learn from the Family Day Care Independent Study Course.
3. Have learned about some places where you can find information to help in your day care.
4. Have tried out two new things to do in your day care, that you had read about in the packet.

How Do You Finish the Unit?

1. Read the letter to the caregiver, "Read This First," printed on the pocket of your packet folder.
2. Read Packet Piece 1, "Family Day Care and You." Do Quiz questions for Packet Piece 1. You will find the Quiz on Work Page 1 of this study guide.
3. Read Packet Piece 2 and 3. Do Quiz questoins as you finish each one.
4. Read Packet Pieces 4, 5, 6, and 7.
5. Do the Activities which follow the Quiz. They begin on Work Page 4.
6. When you have done the Quiz and all the Activities, send the Work Pages to your instructor.

7. Your instructor will read your Work Pages. Then you will get them back with a note telling you how you did.

8. When the Work Pages come back to you, read what your instructor has written and make any changes. If needed, send the pages back to your instructor again.

9. Add your Work Pages to your Family Day Care and You packet.

REMEMBER: If you have any problems when doing this unit, get in touch with your instructor. Your instructor wants to be of help in this learning experience. The telephone number is

____.

Name ____________________
Address ____________________
____
____
Phone ____________________

FAMILY DAY CARE AND YOU
QUIZ

What You Do

°Read Packet Piece 1, "Family Day Care and You."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. Over 70% of the child care in the United States is done in ______________________________.

   - day care centers
   - homes like yours
   - nursery schools

2. In every packet you will find ______________.

   - information on feeding children
   - forms to send your instructor
   - things to read and things to do

3. It's best to allow children's parents to visit your day care home ________________________.

   - at any time
   - in the evening when children are gone
   - only when they pick up or drop off their children

Work Page 1

Name ____________________
Address ____________________
____
____
Phone ____________________

What You Do

°Read Packet Piece 2, "What is Family Day Care."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. Family day care is ______________________________.

   - just babysitting
   - safe, loving child care in a center
   - safe, loving child care in a home

2. Family day care homes may offer ________________.

   - care that is always less expensive
   - a home atmosphere
   - large groups of children, all the same age

3. One sign of a good family day care home is ____.

   - the children are always quiet and clean
   - long naps for all children
   - suitable activities are planned

Work Page 2

Name ______________________
Address ______________________
____
Phone ______________________

What You Do

°Read Packet Piece 3, "Family Day Care As a Profession."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. Rules and regulations for family day care are made to ______________________.

   - protect the children
   - put caregivers out of business
   - guarantee good day care

2. The National Association for the Education of Young Children is ______________________.

   - an information and referral service
   - a place where you can take courses in child care
   - a group you can join to meet and learn from other professionals

Work Page 3

Name ____________________

ACTIVITIES

ACTIVITY 1: Know What's in the Packets

Packets which you read as you work on with each unit will give you many ideas about child care. As you look at the names of the packets, you can think about the information you might find in each one.

What You Do

°Look at Packet Piece 1, the little white booklet.
°Find the list called "The Packets", in Packet Piece 1.
°Read the titles and think about what information might be in each.
°Answer these questions. They do not have right or wrong answers. They only ask for what you think.

Which of the twelve packets might have the most new information

for you? ____

Why? ____

____

____

Which of the packets might be most interesting? ______________

____

Why? ____

____

____

Which of the packets might have the most information you already

know? ____

Why? ____

____

____

Name ____________________

ACTIVITY 2: Becomming a Professional

The work you do as you take this course shows that you are becoming a professional. There are other signs of being a "real pro" in child care. Knowing what these signs are, and thinking about how you do for each, will help you make more plans for professional growth.

What You Do

°Look at Packet Piece 3, "Family Day Care as a Profession."
°Think about the five signs of being a pro.
°Answer these questions.

What is one of the five signs of being a pro that you do well in?

____

____

What do you do to do well in this area? ____________________

____

____

____

What is the sign of being a pro that you need to do better in?

____

____

____

What could you do to do better in this? ____________________

____

____

____

Name ____________________

ACTIVITY 3: Activities With Children

Doing activities with children in your care can make a big difference in how the day goes. The children get a chance to learn new things in a fun way. You keep children happy and busy while doing interesting things with them. Plus, you can feel proud when you give children the chance to learn. You know that this will help them as they grow.

In each packet, you will find a card that gives activities for you to do with children. Try adding these ideas to your program.

What You Do

- ° Look at Packet Piece 4 "Something for Children."
- ° Try out the activity. You don't have to wait for a rainy day to do this.
- ° Answer these questions to tell about what you did.

Tell About This Walk:

What things did you point out? ____________________

____

____

____________________.

What things did the children notice? ____________________

____

____

____________________.

What do you think the children learned from the walk?

____

____

____________________.

Name ____________________

(Activity 3 continued)

Did you add an idea to the walk that was not on the "Something for Children" card? ____________________

If you did, what was it? ____________________

____

____

____

____.

Name ______________________

ACTIVITY 4: Sharing With Parents

Children in your care probably spend most of their time in two places - your home and their own home. You can work with parents to make each of these places better for the child by sharing ideas about the child's needs. In each packet you will find a slip called "Something for Parents." You can use these to share information with parents.

What You Do

- °Read Packet Piece 5 "Something for Parents."
- °Sign each letter that begins with "Dear Parent:"
- °Give one letter to each of the parents of your day care kids.
- °Answer these questions to tell about what you did.

What did parents say or do when you gave "Something for Parents" to them? ____

____

____

____

____

Have you ever given parents written information before? ________.

If yes, what was it about? ____

____

____

____

____

Name ____________________

(Activity 4 continued)

How do you usually give parents information about your day care or their child? ______________________________

____

____

____

____

List some information about your day care that you think parents would remember or undertand better if it were written out for them. ______________________________

____

____

____

____

____

Name ____________________

ACTIVITY 5: Finding Out More About Child Care

There are many places where you can get information to help in your child care. A few of them are listed on Packet Piece 7, "When You Want To Know More." As you work on other units in this course, you'll see that there are still more places where you can get ideas for building up your child care program. It takes some extra work to get new information, but it will pay off for you, the children, and their parents.

What You Do

- Look at Packet Piece 7 "When You Want To Know More."
- Answer these questions.

Did you ever get information from any of the places listed on

"When You Want To Know More?" ______________________________.

If you did, which ones did you use, and what did you learn?

WHERE I GOT INFORMATION	WHAT I LEARNED

Name ____________________

(Activity 5 continued)

List other places where you have found information. (Don't forget to list family, friends, doctors, nurses, books, magazines, T.V. programs, any place where you have found information on caring for children.)

WHERE I GOT INFORMATION	WHAT I LEARNED

Name ____________________

ACTIVITY 6: Thinking It Over

Now you are almost done with your first unit. You can think about how your work went. The thoughts you will write down for this activity will let your instructor know more about how you are doing. Then both of you will be able to work better together. You will be asked to do these same questions at the end of each unit.

What You Do

°Answer these questions.

What was the name of this unit? ______________________________

About how many hours did you take to do this unit? ____________

Which part or parts of the unit did you like the most?

____

Why? ____

____

____

Which part of the unit did you like the least?

____

Why? ____

____

____

Which part was hardest? _____________________________________

Why? ____

____

____

Name ____________________

(Activity 6 continued)

Which part was easiest? ________________________________

Why? ____

____

____

Was there anything in this unit that should be left out? ______

If so, which part? ____________________________________

____

Is there anything that we should add to this unit? __________

If so, what? ____

____

____

Did you have any problems? ____________________________

If you did, what were they? ___________________________

____

____

____

____

____

Is there anything else your instructor should know? _________

____

____

____

____

Record Sheet of Answers

Unit 1: "Family Day Care and You"

Student: ____________________

Instructor: ____________________

QUIZ 1. Circle the answer chosen by student. Correct response is underlined.

Questions:	1-1	a	*b*	c
	1-2	a	b	*c*
	1-3	*a*	b	c

QUIZ 2.

Questions:	2-1	a	b	*c*
	2-2	a	*b*	c
	2-3	a	b	*c*

QUIZ 3.

Questions:	3-1	*a*	b	c
	3-2	a	b	*c*

ACTIVITY 1. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____________________

____

If student confuses "packets" with "packet pieces," explain the difference and have student do activity over. This would be a good time for a first phone call from you.

Record Sheet
Family Day Care and You

Student: ______________________________

ACTIVITY 2. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ______________________________

____

ACTIVITY 3. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )

comments: ______________________________

____

Some day care providers may think that their children are too young for this activity. It is important to help them recognize the importance of talking to their babies and toddlers about what they see together.

ACTIVITY 4. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ______________________________

____

Record Sheet
Family Day Care and You

Student:______________________________

ACTIVITY 5. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

For students who leave all sections blank, make suggestions.

Good Food for Kids

Primary Goal for Unit

To help caregivers provide to children appropriate nutritional meals and snacks in a setting which builds healthful eating habits.

Special Notes

To respond accurately to student activities, you may find you need to do additional reading on a) nutrition for children and infants, b) the five food groups, and c) menu planning for day care. The Record Sheet of Answers provides some guidance for instructor responses, but for those who are not familiar with child nutrition, the use of additional resource materials would be beneficial.

Instructor's How-To

1. Read throughly both the packet and study guide for this unit. Think about the responses you would make in completing the Work Pages.
2. Select and read any of the Instructor's Resources for Good Food for Kids listed at the end of these directions or use any of the more general resources, listed in Section I.
3. Write your telephone number on the line provided in the study guide. This line is at the end of the section called "How Do You Finish the Unit?"
4. Send a unit package to each student. (See Section I for package contents).
5. Note on your Reference Chart the date you mailed this unit to each student.
6. Fill in the date of receipt on your Reference Chart as each student's completed unit comes in.
7. Read and comment on completed units, using the Good Food for Kids Record Sheet of Answers. Detach and save Activity 8, "Thinking It Over."

8. File in each student's folder:

   The Record Sheet of Answers
   Activity 8
   A copied sample of the student's work (optional)

9. Return the corrected Good Food for Kids Work Pages to each student with the next unit. If you are requiring revisions, instruct the student to send revised Work Pages to you with the next completed unit.

10. Make a telephone call to any student whose unit is late. Use Telephone Form B. File the Telephone Form in the student's folder. Note the call on your Reference Chart.

Instructor's Resources

1. Hamilton, E., and Whitney, E. Nutrition concepts and controversies. St. Paul, MN: West Publishing Co., 1979.

   Suggested for use by trainers who want a college-level introduction to nutrition.

2. Harms, T., Farthing, M., Roholt, S., Clark, M., and Cryer, D. Nutrition education for child care. Raleigh, NC: The Div. of Child Nutrition, NC Dept. of Public Instruction, 1980.

   A complete course of nutrition education for child care workers. Includes modules on Food for Health, Planning and Preparing Food in Child Care, and Food Experiences for Children in Child Care. Designed for day care center use, but provides relevant information for all who work with children.

3. Little ideas. National Dairy Council, 1973.

   A kit containing pictures of foods, plus some food games to play with young children.

4. Wheeler, G. (Ed.). Nutritious nibbles: Quality snacks for quality kids. Mound, MN: Quality Child Care Press, 1981.

   Recipe book especially for home day care providers.

Good Food for Kids

Family
Day Care

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Family Day Care Independent Study Course
Study Guide

GOOD FOOD FOR KIDS

What Is This Unit About?

This unit is to help you know more about why children need to eat healthful foods everyday. In this unit you will learn to serve the foods children need to grow strong and healthy while the kids learn to enjoy foods that are good for them. There are ideas for snacks, feeding kids of different ages, and planning menus. There are also tips on saving time and money, making mealtimes pleasant, and food activities to do with kids. Feeding children is a big part of your family day care job. This unit can make your efforts more worthwhile.

What Will You Learn?

When you are done with this unit, you will:

1. Be able to write a week's menu of healthful meals and snacks for kids to enjoy (Packet Pieces 1, 2, 3, 4 and 6).
2. Be able to name two foods in each of the five food groups and tell how they work in the body (Packet Pieces 1 and 3).
3. Be able to name one food you could feed a 3-month old baby.

   Be able to name two foods you could feed a 7-month old baby.

   Be able to name four foods you could feed an 12-month old baby.

   Be able to name six foods you could feed a preschooler (Packet Pieces 1, 2, 3, 4).
4. Have shared with parents two ways their child can help with food experiences at home (Packet Piece 7).
5. Have done one food activity with kids (Packet Piece 5).

How Do You Finish The Unit?

1. Read the letter to the caregiver, "Read This First," printed on the pocket of your packet folder.

2. Read Packet Piece 1. Do Quiz questions for Packet Piece 1. You will find the Quiz on Work Page 1 of this Study Guide.

3. Read Packet Pieces 2, 3, and 4. Do Quiz questions as you finish each one.

4. Read Packet Pieces 5, 6, 7, and 8.

5. Complete the Activities which follow the Quiz. They begin on Work Page 6.

6. When you have completed the Quiz and all the Activities, send the Work Pages to your instructor.

7. Your instructor will read your Work Pages. Then you will get them back with a note telling you how you did.

8. When the Work Pages come back to you, read what your instructor has written and make any changes. If needed, send the pages back to your instructor again.

9. Add your Work Pages to your Good Food For Kids packet.

REMEMBER: If you have any problems when doing this unit, get in touch with your instructor. Your instructor wants to be of help in this learning experience. The telephone number is

_______________________________________.

Name ______________________
Address ______________________
____
____
Phone ______________________

GOOD FOOD FOR KIDS
QUIZ

What You Do

°Read Packet Piece 1, "Good Food for Kids."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. To help prevent tooth decay you should serve less ______________________.

- sugar
- salt
- water

2. One way to help kids enjoy healthful foods is to

____

______________________.

- add sugar to foods
- serve colorful foods
- give kids a reward when they clean their plates.

3. The food group which helps keep skin healthy and helps prevent infection is ______________________

______________________.

- vegetables/fruits
- milk/cheese
- bread/cereal

Name ____________________

4. Cooked vegetables are most healthful when cooked

____

____.

- in a little water for a long time
- in a lot of water for a long time
- in a little water for a short time

5. One way to help a toddler learn to eat with less mess is to ____

____

____.

- have him eat away from other kids
- feed him yourself
- serve foods he can pick up with his fingers

Name ____________________

What You Do

°Read Packet Piece 2, "Feeding Baby."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. Propping baby's bottle instead of holding baby while feeding might lead to ______________________________ ____.

- ear problems
- overweight
- allergies

2. Solid foods usually are not started until baby is ____.

- 2 to 3 months old
- 4 to 6 months old
- 9 to 10 months old

3. Starting solid foods too early may lead to ________ ____.

- allergy problems
- tooth decay
- teething problems

4. If baby doesn't like a new food, you should _______ ____ ____.

- make her eat it anyway
- remember that food and don't give it to her again
- wait and give her a chance to try it again another time

Name ____________________

What You Do

°Read Packet Piece 3, "Super Nutritious Appetizing Calorie-Counting Kit of Snacks."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the Packet Piece again.

1. Snacks for a three-year-old should be served ______

____

____.

- whenever she is hungry
- only as special treats
- no closer than 1 1/2 to 2 hours before meals

2. A good snack for a 4-year-old would be ____________

____.

- a small candy bar
- a small sandwich
- potato chips

Name ____________________

What You Do

°Read Packet Piece 4, "Food For Your Child."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the Packet Piece again.

1. To help a child with a small appetite get the foods he needs every day ___________________________________ ___________________________________ ___________________________________.

- have him stay at the table until his plate is clean
- offer small servings at meals and snacks
- give the child dessert for finishing his meal

2. One serving of bread for a 1 to 3 year-old child is equal to ___________________________________.

- 1/2 slice
- 1 slice
- 2 slices

3. Each day, a 1 to 5 year-old child should have _______ servings of bread or cereal.

- two
- four
- six

Name ____________________

A C T I V I T I E S

ACTIVITY 1: Know The Food Groups

It helps to know about the five food groups when you plan meals and snacks for kids. When you know the foods in each group and what they do for your body, it is easier to give children the foods they need to grow strong and healthy.

What You Do

- ° Fill in this chart with the names of the five food groups.
- ° List four foods for each group.
- ° Tell what each group does for your body.
- ° The first group is done for you to show you how. Use Packet Pieces 1 and 4 if you need some help.

Food Group	Four Foods in the Group	What It Does For Your Body
(1) Milk-Cheese	1. milk 2. yogurt 3. pudding 4. cheddar cheese	helps build strong bones, repairs the body
(2)	1. 2. 3. 4.	
(3)	1. 2. 3. 4.	
(4)	1. 2. 3. 4.	
(5)	1. 2. 3. 4.	

Name ____________________

ACTIVITY 2: Baby's Foods

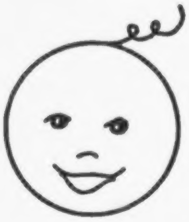
Babies need different foods at different ages. When they are fed some solid foods too early they may have health problems later. You can take care to give babies the foods which are best for them, at the right time.

What You Do

- Look at the list of foods in the box in the box.
- Choose the foods you would give each baby that are right for their ages. Write them on the lines under the baby pictures.
- Some foods can be listed more than one time; other foods may not be good to list at all.
- If you need help, look at Packet Piece 2, "Feeding Baby."

"FOODS FOR BABY" LIST

mashed banana
formula or breast milk
popcorn
baby cereal
soft cooked carrots
french fries
strained chicken
mashed egg yolk
applesauce
mashed cooked peaches
sliced banana
cheese cubes
cooked green beans
apple juice



3 months old

____

7 months old

____
____
____
____
____
____

12 months old

____
____
____
____
____
____
____

Name ____________________

ACTIVITY 3: Healthful Snacks

Healthful snacks for children are as important as healthful meals. They help children get all the foods they need to grow strong and healthy. Caregivers can plan for kids to get the most out of their snacks by serving snacks that are low in sugar, salt, and fat.

What You Do (Part 1)

- Look at this list of snacks for young children. First, check (✓) whether the snack is healthful or not healthful. Then, if it is not healthful, tell why by checking (✓) too much salt, sugar, and/or fat. (You should check more than one box, if needed.)
- If you need help, look at Packet Pieces 1, 3 and 4. The first two are done for you to show you how.

SNACKS for KIDS	Healthful	Not Healthful	Too much salt	Too much sugar	Too much fat
Peanut butter on crackers	✓				
Bacon		✓	✓		✓
Applesauce					
Potato Chips					
Boiled Egg					
Chocolate Cookie					
Carrot Sticks					
Cupcake with frosting					
Pretzels					
Tortilla Chips					
Candy Bar					
Fruit Juice					
Apple Slices					
Raw Green Beans					
Pudding					
Lollipop					

Name ____________________

(Activity 3 continued)

What You Do (Part 2)

- Choose one of the snacks on the list that you checked as healthful.
- Serve it to the kids in your care at snack time.
- Answer these questions.

Which snack did you serve? ______________________________.

Have you served this snack before? ______________________.

Did the kids enjoy the snack? ___________________________.

Was it easy to fix? _____________________________________.

Will you serve it again? ________________________________.

Name ____________________

ACTIVITY 4: Plan A Week's Menu

You can make sure children get the foods they need when you plan meals and snacks ahead. You can also save time and money by cooking ahead of time, using leftovers, and buying food store bargains. If you plan, you will know the foods you need before you use them, so you won't have to make emergency shopping trips. It takes a little time and thought to plan a child care menu, but it will pay off in many ways.

What You Do (Part 1)

°Plan menus for a week of healthful meals and snacks and serve these to the kids in your care. Use the "Daily Food Guide" in Packet Piece 4 "Food For Your Child" to make sure you plan to meet children's needs.
°Write your menu on the Menu Form on Work Page 13.
°At the end of the week, answer these questions:

Did you serve the foods on your menus? ____________________

What changes did you make, if any? ______________________

____

____

____

Which meals or snacks did the kids like best? ____________

____

____

Which meals or snacks did the kids like least? ___________

____

____

What did you do if a child would not eat? _______________

____

____

Name ____________________

(Activity 4 continued)

What problems did you have with the menus, if any? ________

____

____

____

____

____

How would you change the menus, if you were to do this again?

____

____

____

____

____

What You Do (Part 2)

° Look over your menu and answer these questions.

From which food group did you serve the most foods?

Mon. ____

Tues. ____

Wed. ____

Thurs. ____

Fri. ____

Name ____________________________

(Activity 4 continued)

From which group did you serve the least foods?

Mon. ____

Tues. ____

Wed. ____

Thurs. ____

Fri. ____

List the foods you served each day from the "Fats-Sweets-Others" group.

Mon. ____

Tues. ____

Wed. ____

Thurs. ____

Fri. ____

Name ____________________

MENU FORM FOR ACTIVITY 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Snack					
Meal					
Snack					

Work Page 13

Name ____________________

ACTIVITY 5: Letting Children Help With Meals And Snacks

Young children can learn so much when you let them help with meals or snacks. They learn to do things for themselves while learning about ideas that will help them later in school or in their adult lives. Sometimes letting little ones help seems more difficult than when you do it yourself. But you are really helping yourself while you help the kids. Children get to do something they enjoy. You get to keep kids busy and happy as they do a little of your work.

What You Do

°Try out two ways of having children help with meals and snacks. For ideas look at Packet Pieces 1 and 7.
°Tell what you did and how it worked.

The first way children helped

What did the children do? ____________________________

____

____

How did it work? ____________________________

____

____

What would you change if you let kids help with this again?

____

____

____

____

Name ____________________

(Activity 5 continued)

The Second Way Children Helped

What did children do? ______________________________

____

____

How did it work? ________________________________

____

____

What would you change if you let kids help with this again?

____

____

____

____

Name ____________________

ACTIVITY 6: Talking With Parents About Children's Meals and Snacks

Both you and parents have special ideas about children's meals and snacks. You can share these ideas by taking a few minutes to talk with each other. You may all learn something new, and the children will eat better at their home and yours.

What You Do

- °Read Packet Piece 7 "Something For Parents."
- °Give parents a copy to read and set up a time for talking about it.
- °After the talk, tell something you said to parents and some thing they said to you, about how kids do at meals and snacks.
- °Tell how the talks went.

I said ____

____

____

____

Parent said ____

____

____

____

Name ______________________

(Activity 6 continued)

Were there any problems in having these talks?

____

____

____

How did you work with the problems?

____

____

____

What would you change if you did this again?

____

____

____

Name ____________________

ACTIVITY 7: Food Activities With Kids

You can plan special food activities to do with the children in your care. You might do this when you want to help children get to know a new food. Or maybe you need a fun activity to get through a rainy day. Whatever your reasons, children can get lots of learning from activities with healthful foods.

What You Do

°Try one of the food activities shown on Packet Piece 5 "Something For Children."
°Answer these questions about the activity.

Which activity did you do? ______________________________

____

How many kids did it? ______________________________

How old were the children? ______________________________

Where did you do it? ______________________________

____

When did you do it? ______________________________

What things did you use to do it? ____________________

____

____

____

____

Name ____________________

(Activity 7 continued)

Were there any problems? ______________________________

____

____

____

How did you work with the problems? ____________________

____

____

____

____

How would you change the activity if you tried again?

____

____

____

____

What do you think the kids learned from this activity?

____

____

____

____

____

Name ____________________

ACTIVITY 8: Thinking It Over

Now you are almost done with this unit. You can think about how your work went. The thoughts you write down for this activity will let your instructor know more about how you are doing. Then you will both be able to work better together.

What You Do

°Answer these questions.

What was the name of this unit? ______________________________

About how many hours did you take to do this unit? ____________

Which part or parts of the unit did you like the most?

____

Why? ____

____

____

Which part of the unit did you like the least?

____

Why? ____

____

____

Which part was hardest? ______________________________________

Why? ____

____

____

Name ____________________

(Activity 8 continued)

Which part was easiest? ________________________________

Why? ____

____

____

Was there anything in this unit that should be left out? _____

If so, which part? ____________________________________

____

Is there anything that we should add to this unit? __________

If so, what? ____

____

____

Did you have any problems? ___________________________

If you did, what were they? ___________________________

____

____

____

____

____

Is there anything else your instructor should know? _________

____

____

____

____

Record Sheet of Answers

Unit: "Good Food for Kids"

Student: ______________________________

Instructor: ______________________________

QUIZ 1. Circle the answer chosen by student. Correct response is underlined.

Questions:	1-1	$\underline{a}$	b	c
	1-2	a	$\underline{b}$	c
	1-3	$\underline{a}$	b	c
	1-4	a	b	$\underline{c}$
	1-5	a	b	$\underline{c}$

QUIZ 2.

Questions:	2-1	$\underline{a}$	b	c
	2-2	a	$\underline{b}$	c
	2-3	$\underline{a}$	b	c
	2-4	a	b	$\underline{c}$

QUIZ 3.

Questions:	3-1	a	b	$\underline{c}$
	3-2	a	$\underline{b}$	c

QUIZ 4.

Questions:	4-1	a	$\underline{b}$	c
	4-2	$\underline{a}$	b	c
	See "Size of Daily Servings" on chart.			
	4-3	a	$\underline{b}$	c
	See "Number of Daily Servings" on chart.			

Record Sheet
Good Food for Kids cont.

Student: ______________________________

ACTIVITY 1. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

(2) Meat-poultry-fish-beans includes any meat, poultry, and fish, plus dry peas and beans like pinto beans, peanuts, black-eyed peas, etc. Does not include "green beans."

(3) Vegetables-fruit includes any fruits or vegetables.

(4) Bread-cereal includes any breads, macaroni or noodles, cereals, rice, popcorn, etc., but not cereal whose first ingredient is listed as sugar.

(5) Fats-sweets-others includes butter, margarine, oils, candies, soft-drinks, kool-aid, cakes, cookies, alcohol, cereal whose first ingredient is sugar.

Use Packet Piece 1 for "What It Does For Your Body." Alternative food group titles are in Packet Piece 3.

ACTIVITY 2. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

3 months old	7 months old	12 months old
formula or breast milk	formula or breast milk	formula or breast milk
	mashed banana	soft cooked carrots
	baby cereal	strained chicken
	apple sauce	mashed egg yolk
	mashed cooked peaches	sliced banana
	apple juice	cheese cubes
		cooked green beans

Record Sheet
Good Food for Kids cont.

Student: ______________________

(Activity 2 continued)

- Popcorn and french fries should not be listed; a seven month old can eat cooked or soft mashed fruits and vegetables. A twelve month old can eat any of the foods served to younger children, but should be eating foods that can be easily chewed, and picked up with fingers.

  If a student lists solid foods for too young a baby, caution about allergies and overweight problems which may show up later and suggest that before feeding a baby these foods, she should check with the baby's doctor.

ACTIVITY 3. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ______________________

____

Healthful = applesauce, boiled egg, carrot sticks, fruit juice, apple slices, raw green beans, pudding (if there is no overweight problem).

Not Healthful = potato chips (salt and fat), chocolate cookie (sugar and fat), cupcake with frosting (sugar and fat), pretzels (salt), tortilla chips (salt and fat), candy bar (sugar and fat), lollipop (sugar).

ACTIVITY 4. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ______________________

____

Record Sheet
Good Food for Kids cont.

Student: ______________________________

(Activity 4 continued)

Part 1. Check menus for: well balanced nutritional quality
variety
child appealing foods
use of foods; in season, leftovers, etc.
foods appropriate to children's age

Watch for overuse of foods from the fifth food group, insufficient amounts of foods from the fruits/vegetables, and meats, poultry, fish, and beans groups. Suggest alternatives from these groups.

Part 2. Check menus for food groups. If student had trouble with classifying foods, help with this by labeling foods on menu according to group. Then send activity back to student for revision. Student can count up foods from food groups and enter correct answers on lines.

ACTIVITY 5. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

ACTIVITY 6. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Record Sheet
Good Food for Kids

Student: ____________________

ACTIVITY 7. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

Working with Parents

Primary Goal for This Unit

To help caregivers understand the importance and benefits of a good caregiver-parent relationship.

Special Notes

Maintaining positive, balanced relationships with parents is often one of the most difficult parts of a day care provider's job. Some caregivers go overboard in an attempt to keep parents happy, while others "give up" on parents who are less cooperative than the caregiver would like them to be. As you respond to the students' Work Pages in this unit, you may want to remind some caregivers that their day care is a business and that they, as caregivers, also have personal needs. At the same time, you may want to encourage others to patiently continue their efforts at forming a working relationship with parents who are more difficult to reach.

Instructor's How-To

1. Read thoroughly both the packet and the study guide for this unit. Think about the responses *you* would make in completing the Work Pages.
2. Select and read any of the Instructor's Resources for *Working With Parents*, listed at the end of these directions, or use any of the more general resources listed in Section I.
3. Write your telephone number on the line provided in the study guide. This line is at the end of the section called "How Do You Finish the Unit?"
4. Send a unit package to each student. (See Section I for package contents).
5. Note on your Reference Chart the date you mailed this unit to each student.

6. Fill in the date of receipt on your Reference Chart as each student's completed unit comes in.

7. Read and comment on completed units, using the *Working With Parents* Record Sheet of Answers. Detach and save Activity 5, "Thinking It Over."

8. File in each student's folder:

   The Record Sheet of Answers
   Activity 5
   A copied sample of the student's work (optional)

9. Return corrected *Working With Parents* Work Pages to each student with the next unit. If you are requiring revisions, instruct the student to send revised Work Pages to you with the next completed unit.

10. Make a telephone call to any student whose unit is late. Use Telephone Form B. File the Telephone Form in the student's folder. Note the call on your Reference Chart.

Instructor's Resources

1. Dodson, F. *How to parent*. New York, N.Y.: Signet, The New American Library, Inc., 1971.

2. Gordon, T. *P.E.T.: Parent effectiveness training*. New York, N.Y.: Peter Wyden, 1973.

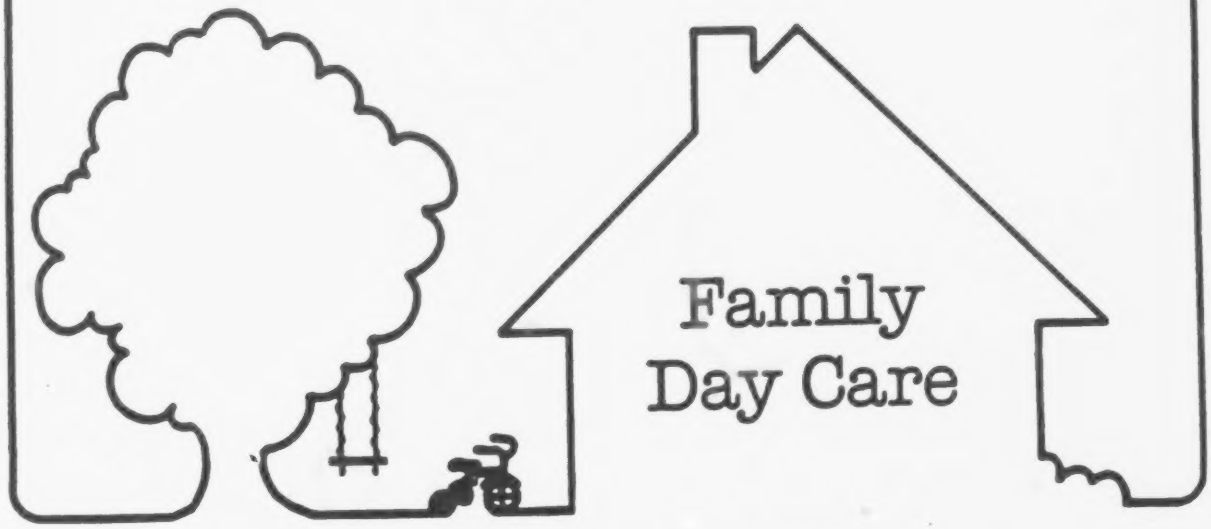
3. *New parent adviser*. Knoxville, TN: 13-30 Corporation, 1981.

4. *Parent information file*. Austin, TX: Southwest Educational Development Corporation, 1976.

5. *Parenting adviser*. Knoxville, TN: 13-30 Corporation, 1981.

6. *Pre-parent adviser*. Knoxville, TN: 13-30 Corporation, 1981.

Working with Parents


Family
Day Care

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University of North Carolina at Chapel Hill

Family Day Care Independent Study Course

Study Guide

WORKING WITH PARENTS

What Is This Unit About?

This unit is to help you each day as you meet and talk with the parents of children in your care. Parents want to know that you share their concern for their children. You want parents to take an interest in their child's care. This unit will give you ideas on ways the families of your children may be alike and ways they may be different. Whatever the families are like, you will need to find ways to tell parents how their children spend their day. And you will try out ways for children to learn about what their parents do while they are away.

What Will You Learn?

When you are done with this unit, you will:

1. Be able to list at least three ways that two families with children in your care are the same or different (Packet Piece 2).
2. Be able to name 5 basic needs of parents of young children (Packet Piece 1).
3. Have compared your own ideas about childrearing with those of two parents from different families (Packet Pieces 4 and 5).
4. Be able to plan and carry out 2 activities to teach children about what their parents do at work. (Packet Piece 3).

How Do You Finish The Unit?

1. Read the letter to the caregiver, "Read This First", printed on the pocket of your packet folder.

2. Read Packet Piece 1, "Working with Parents." Do Quiz questions for Packet Piece 1. You will find the Quiz on Work Page 1 of this study guide.

3. Read Packet Piece 2. Do Quiz questions when you finish reading it.

4. Read Packet Pieces 3, 4, 5, and 6.

5. Do the Activities which follow the Quiz. They begin on Work Page 3.

6. When you have done the Quiz and all the Activities, send the Work Pages to your instructor.

7. Your instructor will read your Work Pages. Then you will get them back with a note telling you how you did.

8. When the Work Pages come back to you, read what your instructor has written and make any changes. If needed, send your pages back to your instructor again.

9. Add your Work Pages to your Working With Parents packet.

REMEMBER: If you have any problems when doing this unit, get in touch with your instructor. Your instructor wants to be of help in this learning experience. The telephone number is

____.

Name ____________________
Address ____________________
____
____
Phone ____________________

WORKING WITH PARENTS
QUIZ

What You Do

°Read Packet Piece 1, "Working with Parents."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. If parents treat their child in ways you don't like,

   it is because ______________________________

   _______________________________________.

   - they don't love their child
   - they may have other problems that come first
   - they don't care what happens to their child

2. The mother of a toddler usually wants to know about

   ____

   _______________________________________.

   - helping her child get ready for school
   - helping her child learn to write
   - helping her child learn to talk

3. Parents _________________________________

   ____

   _______________________________________.

   - are usually too busy to take any part in your day care program
   - are not important to your day care
   - can take part in their child's day care in many ways

Name______________________

4. There are times when every mother that leaves her child

   in your home feels ______________________________

   ____

   ____.

   - a little guilty about not staying home with her child
   - glad to be rid of her child because she doesn't like to stay home with him
   - happy because a working mother has an easier life

5. To help parents know about your day care home, you can

   ____

   ____

   ____

   - have them visit your home before you start to care for their child
   - give them all the information they need in a short phone call
   - have parents who want you to care for their child stop by at any time

Name ____________________

What You Do

°Read Packet Piece 2, "Families Are Not All Alike."
°Then answer these questions.
°Choose the right answer and write it in. If you are not sure which is correct, read the Packet Piece again.

1. You need to look at the differences in families

because ____

____

____.

- you will need to deal with the special needs of each one
- families never have any of the same needs
- they need you to tell them how to raise their children

2. Most low income parents want to know how to

____

- keep from spoiling their child
- build their child's self-confidence
- bring up their child the same way you do

3. In homes where there is only one parent, that parent

____

____.

- is often lonely and tired
- always has more time for the child
- doesn't have time to love the child

Name ____________________

ACTIVITIES

ACTIVITY 1: Special Needs of Families

The children in your care probably come from different kinds of families. One may have only one parent, another may have two. One may have many brothers and sisters, another may be an only child. No matter what kind of family your day care kids come from, each family has some special needs of its own.

What You Do

- °Think about the different families of 2 children in your care and fill out the chart on the next page for each one.
- °If you care for only one child, fill in the chart for that child's family.

			Are these 2 families same or different? (✓ one)	
	CHILD 1	CHILD 2	SAME	DIFFERENT
Child's 1st Name				
How many parents live in the home?				
Do other adults live there? If so, how many?				
Are there brothers or sisters? If so, how many? Are they older or younger than the child?				
List 3 things which help show what this child's family is like.	1. 2. 3.	1. 2. 3.		

Work Page 5

	CHILD 1	CHILD 2	Are these 2 families same or different? (✓ one) SAME	DIFFERENT
List 2 things you already do, or might do, to help this family with its own needs.	1.	1.		
	2.	2.		

Name ____________________

ACTIVITY 2: Helping Parents Take Part in Their Child's Care

Parents with a child in someone else's care miss so many of the joys of watching their child grow and learn. Too often they only hear of the problems a child has. You can help fill in the good things they miss by telling them, everyday, about something interesting their child did. Hearing about the good things their child has done, no matter how simple, helps parents feel more a part of their child's care. There are lots of ways to tell parents about their child. Some caregivers remember special things to mention to parents as children are picked up. Others make sure parents see things, like art work, that children have done. Some give parents "sunshine notes" where the caregiver writes one "happy" thing the child did that day.

What You Do

- °Choose one day to hand out "Sunshine Notes" to parents of children in your care. (You will find the notes on Work Pages 9, 10 & 11).
- °During that day, watch children and remember one happy thing each child did.
- °Write a note for each child. Hand them out to parents as they pick up their children. (One note is already filled out to show you how.)
- °Answer these questions to tell about what you did.

How do you usually tell parents about the good or happy things

their child does? ____

____

____

____

Name ____________________

(Activity 2 continued)

How often do you do this? ______________________________

____

____

What did parents say about the Sunshine Notes? __________

____

____

____

____

Would you use Sunshine Notes again? ____________________

What did you write on each note?

Child	What You Wrote

Work Page 8

SUNSHINE NOTE

One happy thing your child did today was

____

____

____

-cut-here---

SUNSHINE NOTE

One happy thing your child did today was

____

____

____

-cut-here---

SUNSHINE NOTE

One happy thing your child did today was

____

____

____

-cut-here---

SUNSHINE NOTE

One happy thing your child did today was

____

____

____

-cut-here---

Name ____________________

ACTIVITY 3: Parents at Work

Do you know where the parents of your day care kids work? Do you know what they do at work? How about the children -- do they know what Mom or Dad does at work? As a caregiver, you can help children know more about their parents' jobs by the things you talk about and do in your day care home. Helping kids understand what their parents are doing gives kids and parents more chances to share in each other's lives.

What You Do (Part 1)

°Fill out this list. Give the place 2 parents work and some of the things they do in their jobs (going to school is a kind of job, too).

Parent #1:

Place of work: ____________________

What parent does at work: ____________________

____

Parent #2:

Place of work: ____________________

What parent does at work: ____________________

____

Name ____________________

What You Do (Part 2)

- °Do 2 activities to help 2 different children better understand some of the things their parents do at work. Your activities might be as simple as just talking about a parent at work; or you can do more. Whatever you do, make the activity right for the age of the child.
- °Use Packet Piece 3, "Something for Children," if you need some help.
- °Tell about these 2 activities by answering the questions.

Parent Activity #1:

What did you do? ______________________________

____

____.

How old were the children you did this with? ________

How did this help a child to better understand what

his parents do at work? ________________________

____

____.

Parent Activity #2:

What did you do? ______________________________

____

____.

How old were the children you did this with? ________

How did this help a child to better understand what

her parents do at work? ________________________

____

____.

Name ____________________

ACTIVITY 4: Parents and Caregivers Together

Too often disagreements come about between parents and caregivers because neither one knows how the other feels about a part of child care. There may be fewer problems if you talk with parents about the things that are important to each of you.

What You Do

°Read Packet Piece 5, "Something for Parents."
°Give a copy to each child's parents and ask them to fill it in.
°Read Packet Piece 4, "Something for Yourself," and answer each question on front and back.
°Make a time to meet with each parent to discuss what each of you has written (or make a time to talk over the telephone).
°Find out from each parent one thing they would like you to help their child learn.
°If you and any parent disagree on any idea, be sure to work out a plan that you both agree on.
°After you have talked with each parent, answer these questions:

What are two parts of child care that you and the parents agree on:

1. ____

____

2. ____

____

What is one part of child care that you and the parents do not agree on? ____

____

____

How could you solve this problem? ____________________

____

____

____

Name ____________________

(Activity 4 continued)

Do you think that knowing the information from your talks with parents will be helpful? ____________________

Will you make any changes in your program because of this new information? ____________________________

If so, what will they be? ________________________

____

____

____

List one thing that parents would like you to help their children learn. Tell how you will work with the children to help them learn it.

Parents Want Children to Learn	What You Will Do

Name ____________________

ACTIVITY 5: Thinking It Over

Now you are almost done with this unit. You can think about how your work went. The thoughts you will write down for this activity will let your instructor know more about how you are doing. Then both of you will be able to work better together.

What You Do

°Answer these questions.

What was the name of this unit? ______________________________

About how many hours did you take to do this unit? __________

Which part or parts of the unit did you like the most?

____

Why? ____

____

____

Which part of the unit did you like the least?

____

Why? ____

____

____

Which part was hardest? _____________________________________

Why? ____

____

____

Name ____________________

(Activity 5 continued)

Which part was easiest? ______________________________

Why? ______________________________

____

____

Was there anything in this unit that should be left out? ______

If so, which part? ______________________________

____

Is there anything that we should add to this unit? __________

If so, what? ______________________________

____

____

Did you have any problems? ______________________________

If you did, what were they? ______________________________

____

____

____

____

____

Is there anything else your instructor should know? __________

____

____

____

____

Record Sheet of Answers

Unit: "Working with Parents"

Student: ____________________

Instructor ____________________

QUIZ 1. Circle the answer chosen by student. The correct response is underlined.

Questions:	1-1	a	b	c
	1-2	a	b	c
	1-3	a	b	c
	1-4	a	b	c
	1-5	a	b	c

QUIZ 2.

Questions:	2-1	a	b	c
	2-2	a	b	c
	2-3	a	b	c

ACTIVITY 1. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not succesful; no revision requested ( )

comments: ____________________

____

If a student has difficulty in completing this activity, ask the following questions and request that the activity be done again.

List 3 things which help show what this child's family is like.

Is the family experienced with children?
Does the family give the child plenty of attention?
Do the parents have jobs or go to school?
Are family members healthy and happy?

Record Sheet
Working with Parents cont.

Student: ______________________________

List 2 things you already do, or might do, to help this family with its own needs.

Do you provide child care so parents can work or go to school?
Do you give child care advice?
Are you understanding if the parent has a bad day once in a while?
Do you help the parent share in the child's growth and learning?

ACTIVITY 2. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Make sure caregiver made positive use of notes.

ACTIVITY 3. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

A broad range of answers are acceptable, from just talking to babies and children about what parents do, why they are gone, when they will be back, to showing pictures of people doing the same work parents do, dramatic play about parent's work, and field trips to parent work places.

Record Sheet
Working with Parents cont.

Student: ____________________

ACTIVITY 4. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____________________

____

Health and Safety

Primary Goal for This Unit

To help the caregiver provide a safe and healthful setting for children, in which each child can learn to care for his or her own health and safety.

Special Notes

The first two activities in this unit require that caregivers do self-assessments on the safety of their homes. A few caregivers may not feel comfortable in showing you the dangers which exist in their own homes, and may, therefore, not fill in their work pages accurately. For example, one caregiver might report that her home is totally firesafe (Activity 1), when in reality there are some uncorrected fire hazards present. Since it is not possible to check the accuracy of a student's work in this case, it helps to respond positively to all reports of safety and never suggest that a student has responded incorrectly on a self-assessment. The first goal of the self-assessment is to raise the caregiver's awareness of home safety. Whether the written report is accurate or not is of secondary importance. In addition, this problem does not seem to generalize to other units, in which caregivers appear to feel more at ease with the reporting required. You may find that you will get better and more accurate reports if this unit is sent to students after several other units have been completed. By then you and the student should have built a more trusting, cooperative working relationship.

Instructor's How-To

1. Read thoroughly both the packet and the study guide for this unit. Think about the responses you would make in completing the Work Pages.
2. Select and read any of the Instructor's Resources for Health and Safety, listed at the end of these directions, or use any of the more general resources listed in Section I.
3. Write your telephone number on the line provided in the study guide. This line is at the end of the section called "How Do You Finish the Unit?"
4. Send a unit package to each student. (See Section I for package contents).
5. Note on your Reference Chart the date you mailed this unit to each student.

6. Fill in the date of receipt on your Reference Chart as each student's completed unit comes in.

7. Read and comment on completed units, using the Health and Safety Record Sheet of Answers. Detach and save Activity 7, "Thinking It Over."

8. File in each student's folder:

   The Record Sheet of Answers
   Activity 7
   A copied sample of the student's work (optional)

9. Return corrected Health and Safety Work Pages to each student, with the next unit. If you are requiring revisions, instruct the student to send revised Work Pages to you with the next completed unit.

10. Make a telephone call to any student whose unit is late. Use Telephone Form B. File the Telephone Form in the student's folder. Note the call on your Reference Chart.

Instructor's Resources

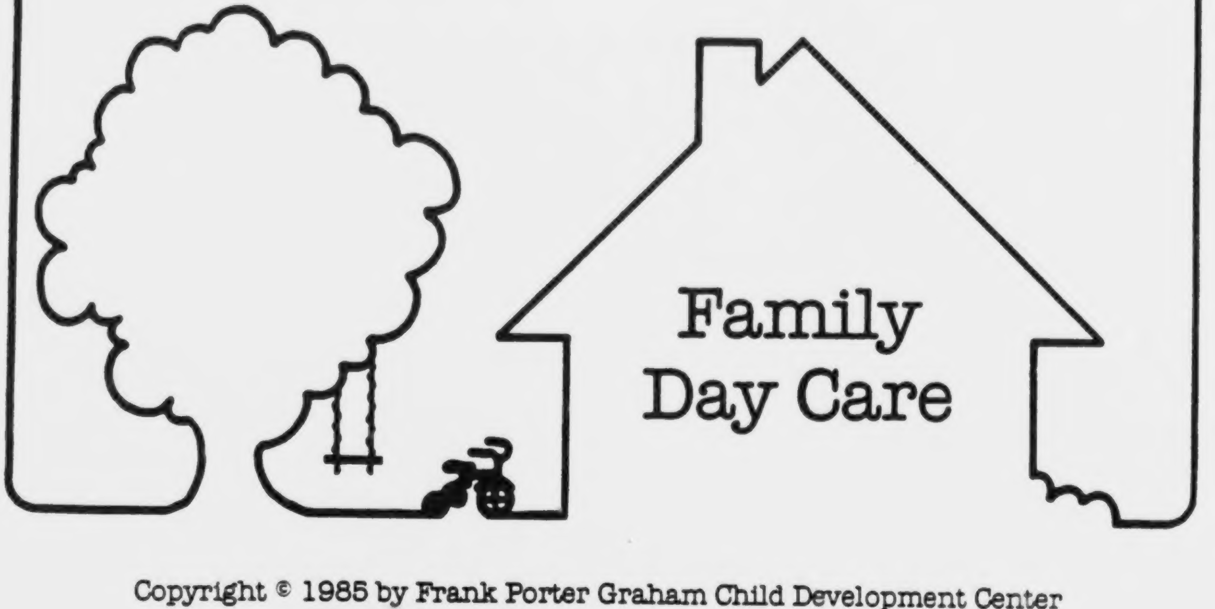
1. Green, M. I. A sigh of relief. New York, N.Y.: Bantam Books, 1977.

2. Product safety fact sheets. Washington, D.C.: U.S. Consumer Product Safety Commission. (Library Call number HC79 .C63 VAR)

3. Robertson, A. Health, safety and first-aid training guide. St. Paul, MN: Toys 'n Things Training and Resource Center, Inc., 1980.

4. Totty, A. Emergency care procedures. Raleigh, N.C.: N.C. Department of Human Resources, Office for Children, 1975.

Health and Safety


Family
Day Care

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University of North Carolina at Chapel Hill

Family Day Care Independent Study Course
Study Guide

HEALTH AND SAFETY

What Is This Unit About?

In this unit, you will find out what it takes to make a home safe. You will learn ways to make your home a safe and healthful place for children. You will be given chances to check _your_ home for safety and learn what to do in an emergency. In addition, you will learn how children's health depends not only on whether they are well cared for, but also on how happy they are with themselves. Making sure that children are healthy and safe in your home is a big part of your job. This unit can help you with this.

What Will You Learn?

When you are done with this unit, you will:

1. Be able to list ten things you can do to make a home safe for children (Packet Pieces 1, 2, and 6).
2. Be able to list in the right order the three things you should do to handle a medical emergency (Packet Piece 1).
3. Have an up-to-date health record on all the children in your care (Packet Piece 7).
4. Have made a list of rules for your day care setting about caring for a sick child (Packet Piece 1).

How Do You Finish The Unit?

1. Read the letter to the caregiver, "Read this First," printed on the pocket of your packet folder.

2. Read Packet Piece 1. Do Quiz questions for Packet Piece 1. You will find the Quiz on Work Page 1 of this study guide.

3. Read Packet Pieces 2, 3 and 4. Do Quiz questions as you finish each one.

4. Read Packet Pieces 5, 6, 7 and 8.

5. Complete the Activities which follow the Quiz. They begin on Work Page 7.

6. When you have completed the Quiz and all the Activities, send the Work Pages to your instructor.

7. Your instructor will read your Work Pages. Then you will get them back with a note telling you how you did.

8. When the Work Pages come back to you, read what your instructor has written and make any changes. If needed, send the pages back to your instructor again.

9. Add your Work Pages to your Health and Safety packet.

REMEMBER: If you have any problems when doing this unit, get in touch with your instructor. Your instructor wants to be of help in this learning experience. The telephone number is

____

Name ____________________
Address ____________________
____
Phone ____________________
____

HEALTH AND SAFETY
QUIZ

What You Do

°Read Packet Piece 1, "Health & Safety."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. When caring for children you need to have ____________________
____.

- a plan for what you will do if they become sick
- baby aspirin
- a family doctor who will treat your day care kids

2. Before giving baby aspirin to a sick baby, you must
____.

- call the parent
- call the doctor
- have written consent from the parent

3. You do not need ____________________ in your first aid kit.

- bandaids
- scissors
- baby aspirin

4. The first thing you should do in an emergency is ________
____.

- call the child's parents
- give first aid
- call your local emergency number

Name ____________________

5. Children usually get a shot to protect them from measles

when they are ____.

- 6 months old
- 15 months old
- 18 months old

6. In making your day care home a safe place for kids, one

thing you should do is ____________________________________

____.

- get rid of all your houseplants
- make a fire escape plan
- hide all poisons under the sink

Work Page 2

Name ____________________

What You Do

°Read Packet Piece 2, "Making It Safe for Children."
°Then answer these questions.
°Choose the one best answer and write in in. If you are not sure which is correct, read the packet piece again.

1. In the children's play area you should ________________ ____.

- have many heavy toys on the middle shelves where toddlers aren't supposed to reach
- keep the furniture close together to save space
- keep adult things out of reach

2. Crib slats should be ________________________________ ____.

- 4 1/2 inches apart
- no more than 2 3/8 inches apart
- flexible

3. The temperature of the hot water in your home should be turned down to ____________________________________.

- 110° - 120°
- 125° - 135°
- 98.6° - 103°

4. Nail polish, dishwasher soap, and perfume are all _____ ____

- safe for childrens play
- good things to keep out on the counter
- poisonous

Work Page 3

Name ____________________

5. When you are riding in the car with children you should

____.

- make sure that both children and adults use seat belts or safety seats
- let them stick only their fingers out the windows
- leave them in the car in a safe place while you quickly run into the store

6. All children's paint and art materials should be labeled

____.

- "Safe"
- "Child-Tested"
- "Non-Toxic"

Name ____________________

What You Do

°Read Packet Piece 3, "Childhood Diseases".
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. One symptom of chicken pox is ______________________

____.

- red spots that turn into tiny blisters
- swollen glands on both sides of the jaw
- red crusty eyes

2. A child can catch the mumps if he is around another

child ______________________________________

____.

- only when his glands are swollen
- 3 weeks after the swelling is gone
- about a week before his glands begin to swell

3. If a child has a fever and chills; swollen glands and a

a runny nose; a red rash that starts on her face and

spreads to the rest of her body, she probably has _____.

____

- Mumps
- German Measles
- Strep Throat

Name ____________________

What You Do

°Read Packet Piece 4, "First Aid".
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. If your next door neighbor's dog just bit one of your children, the first thing you should do is ____________ ____.

- chase the dog to see if it has rabies
- wash the bitten area with soap and water
- call the rescue squad

2. If one of your children fell off the climber and broke her arm you should ______________________________ ____.

- try to push the bone back into place yourself
- move the child inside to a bed
- call the doctor or rescue squad right away

3. If a child has been burned by hot coffee you should ____ ____

- hold the burned area under cold water or ice pack for 20 minutes
- pop any blisters that come up
- rub butter or another oil onto the burn

Work Page 6

Name ____________________

ACTIVITIES

ACTIVITY 1: Fire Safety in Your Home

Fire is one of the biggest dangers in America today. Caregivers can protect children, themselves, and their own families by making certain the home is safe from fire. Constant care and regular fire-hazard checks will help avoid a tragedy in your home.

What You Do (Part 1)

- °Use the fire safety checklist that begins on the next page to check your home for fire safety. For perfect fire safety, all your answers will be YES. Most people will have 1 or 2 NO's.
- °If some of the places or things on the checklist are not found in your home, write "N/A" (not applicable) in the space.
- °When you have finished the checklist, make plans to correct any fire dangers.

Name ____________________

FIRE SAFETY CHECKLIST

Smoking/Matches	NO	YES
- Are there plenty of safe, clean ashtrays?	☐	☐
- Do people use careful smoking habits?	☐	☐
- Are matches kept out of sight and reach of children?	☐	☐
- Do you use only safety matches? (Look at the match box to see.)	☐	☐

Electrical	NO	YES
- Are electric light or appliance cords in good shape - not split or broken?	☐	☐
- Are electric cords kept from under rugs and not hung over nails or hooks?	☐	☐
- Do you make sure there are not too many things plugged into one circuit at a time? (If you often blow fuses, chances are that you are overloading your circuits.)	☐	☐
- If fuses are used in your home, do you know where the fuse box is and how to change a fuse?	☐	☐
- Do you use proper size fuses? If in doubt about size, ask your electric company.	☐	☐

Name ______________________

FIRE SAFETY CHECKLIST continued

Dangerous Liquids

	NO	YES
- Do you use only non-burnable cleaning fluids? (Check the labels.)	☐	☐
- Are burnable liquids stored in safety containers and used only under safe conditions? (Check labels on containers; do not use plastic containers.)	☐	☐
- Are all dangerous liquids locked away (including medicine, cleaning supplies, insect sprays, garden sprays, plant fertilizer, etc.)?	☐	☐

Housekeeping

	NO	YES
- Are halls, doorways, and stairways free of stored things?	☐	☐
- Are closet floors and areas under stairs kept uncluttered?	☐	☐
- Are all materials that will burn kept away from heaters, radiators, or stoves?	☐	☐
- Have you gotten rid of everything you no longer use?	☐	☐

Attic

	NO	YES
- Is your chimney free of cracks?	☐	☐
- Are papers, boxes, and other burnables kept away from chimney?	☐	☐
- If you use a wood stove or fireplace, has the chimney been cleaned in the past 6 months?	☐	☐

Name ____________________

FIRE SAFETY CHECKLIST continued

Living/Dining Rooms

	NO	YES
- Do fireplaces have screens?	☐	☐
- Are burnable materials kept away from fireplaces or stoves?	☐	☐
- Are stove, oil, or other heaters in safe working condition?	☐	☐
- Are children protected from hot stoves or heaters?	☐	☐

Kitchen/Laundry

	NO	YES
- Are all gas connections tight? (You should not be able to smell gas at the connection.)	☐	☐
- Are shut-off valves for gas appliances at end of iron pipe and not at end of rubber tubing?	☐	☐
- Is stove fully insulated? (Outside of stove should not feel too hot when oven is on.)	☐	☐
- Does electric iron have a safe metal stand?	☐	☐
- Is the iron unplugged when not being used?	☐	☐

Name ____________________

FIRE SAFETY CHECKLIST continued

Basement	NO	YES
- Have furnace and pipes been cleaned and checked?	☐	☐
- Are there metal containers for ashes?	☐	☐
- Are burnables kept away from furnace, pipes, and flames?	☐	☐

Garage	NO	YES
- Is the floor kept clean of oil and grease?	☐	☐
- Are oily or paint-soaked rags thrown away immediately after use?	☐	☐

Yard	NO	YES
- Is the yard and surrounding property free of weeds, dry leaves, etc?	☐	☐
- Can the fire department easily get to your home? (Is your driveway clear? Do you know how to give directions to your home?)	☐	☐
- If you burn rubbish, do you have a safe container for burning?	☐	☐
- Is your home clearly marked by a house or mailbox number?	☐	☐

Name ______________________

(Activity 1 continued)

What You Do (Part 2)

°Answer these questions to tell about what you did.

When did you do the fire safety checklist? __________.
date

How long did it take? __________________________.

What new things did you learn about fire safety by doing the checklist? ______________________________

____

____

____.

If you answered "no" to any of the questions on the checklist, list one of them and how you plan to make it fire safe.

I answered NO to: ____________________________

____

____

I will make it fire safe by: __________________

____

____

When do you plan to check your home for fire safety again?

____

Work Page 12

Name ____________________

ACTIVITY 2: Check For Home Safety

It is easy to check your home to make sure things are safe for children. Sometimes you can do it just by thinking about your home. Other times you have to go and look. However you do it, it's a good idea to keep safety in mind all the time.

What You Do

°Do Packet Piece 6 "Something for Yourself."
°Answer these questions to tell about what you did.

When did you do "Something for Yourself"? _______________.
date

How long did it take? ________________________________.

Did you find any unsafe things around your home? ________

____

If you did, what are they and how will you make them more safe?

I found	I will make it safe by
____________________	____________________________ ____________________________
____________________	____________________________ ____________________________
____________________	____________________________ ____________________________ ____________________________

Name ____________________

(Activity 2 continued)

Did you notice any dangers which were not on the list?

______________.

If you did, what were they? ________________________

____

____

How might you correct them? ________________________

____

____

When will you check again? ________________________

Name ____________________

ACTIVITY 3: Home First Aid Kit

Most people have somewhere about their home all the things needed in a first aid kit. But in an emergency, it saves precious time to have these things all together, in a special place you can reach quickly. It won't take much time and money to put together a simple first aid kit - just some organization. The time you spend now may be the time you save in an emergency.

What You Do (Part 1)

°Tell why you should have each of the following things in a first aid kit:

scissors ____

thermometer ____

tweezers ____

soap ____

adhesive tape ____

Name ____________________

(Activity 3 continued)

What You Do (Part 2)

°Put together a first aid kit. Use information in your packet as a guide.
°Answer these questions to tell about what you did.

What did you put into your first aid kit?

Which of these things did you already have?

Which did you buy?

What did you use to hold the items in your kit?

Where do you keep your first aid kit?

Name ____________________

ACTIVITY 4: Caring for a Sick Child

When making rules about caring for sick children, you need to consider what would be best for everyone - you, the child, the other children, their parents, and your own family. It may be that your rules won't be easy on everyone. Caring for a sick child may mean extra work for you. Missing work to care for their own sick child at home may be hard on a parent. Whatever rules you decide on should be written out for parents, and clearly explained.

What You Do (Part 1)

°Think about what you will do when it comes to caring for a sick child.
°Answer these questions to help make your rules.

How do you decide when a child is too sick to stay with you?

temperature? ____________________

something others can catch? ____________________

takes too much of your time? ____________________

too difficult to care for? ____________________

other? ____________________

____

When a child is sick, is there a place where she can rest and be quiet? ____________________

____

Will you give medicine to a sick child? ____________________

How do you get permission to give medicine? ____________________

____

____

Name ____________________

(Activity 4 continued)

Will you take a child to the doctor for parents? ________

What do you do if a child gets sick while in your home?

____

____

What do you do if parents bring a sick child in the morning?

____

____

Will you still be paid even if a child stays home sick?

____

What You Do (Part 2)

°Talk with each parent about your rules for caring for sick children. (You might combine this with the parent talk you do in Activity 5).

°Answer these questions to tell about what you did.

Did parents already know your rules? ____________

If so, how did they find out? ________________

____

____

Did you give parents a written copy of your rules? ______

Name ____________________

(Activity 4, Part 2 continued)

List any problem parents have with your rules, and tell how you might deal with this problem.

____

____

____

____

____

____

____

____

How do you get in touch with parents if their child becomes sick?

____

____

Name ____________________

ACTIVITY 5: Children's Medical Information

Every child caregiver needs to have on hand some medical information about the children in her care. This is for the health and safety of everyone who is a part of the day care home. The information should be added to other records you keep and be updated regularly.

What You Do

°Hand out a copy of packet piece 7 "Something for Parents" to all parents of children in your care. Set up a special time to talk with every parent about this form. (You might do this at the same time you talk with parents for Activity 4).

°Fill in the first side of the form together with the parent. Then explain all the information on the back. Answer any questions parents may have.

°Answer these questions to tell about what you did.

Did you talk to every parent?____________________________

Were there any problems in getting parents to talk with you?__________

If yes, what were they and how did you deal with them?

____

____

____

____

____

____

____

Name ____________________

(Activity 5 continued)

Were parents able to give you all the information you needed? ________________________________

If not, how can you get it? ______________________

____

____

____

Where will you keep the information you got?

____

____

____

When do you plan to add or update information? ________

____

____

____

Name ____________________

ACTIVITY 6: Poisons

You will be surprised at the number of poisonous things you have around your home. Even some of your house plants can make a child very sick. This activity will help you be more aware of some poisonous things your children may be around every day.

What You Do (Part 1)

°Read the list called "Poisons in the Home" in Packet Piece 2.
°Answer the following questions.

There are 41 items on this list. How many do you have in your home? ____

Did you know that all of these things were poisonous? ____

____

What 5 things surprised you most? ____________________

____

Are there any changes you will make in your home now that you know all these things are poisonous? ____________________

If so, what changes will you make? ____________________

____

____

____

____

____

Work Page 22

Name ____________________

(Activity 6 continued)

What You Do (Part 2)

°Read the list called "Poisonous Plants" in Packet Piece 2.
°Answer the following questions.

There 41 plants on this list. How many do you have in your home or yard? ______________________________

Do you have any flower bulbs or bushes with berries on them?

____

If you have found that you do have poisonous plants around, how will you protect your children from them? __________

____

____

In case of an emergency and you thought a child had been poisoned who would you call? ____________________

____

What is the telephone number for your nearest Poison Control Center? ______________________________

(Call INFORMATION at 1-555-1212 if you can't find it listed in your phone book)

Name ____________________

ACTIVITY 7: Thinking It Over

Now you are almost done with this unit. You can think about how your work went. The thoughts you write down for this activity will let your instructor know more about how you are doing. Then both of you will be able to work better together.

What You Do

°Answer these questions.

What was the name of this unit? ______________________________

About how many hours did you take to do this unit? ____________

Which part or parts of the unit did you like the most?

____

Why? ____

____

____

Which part of the unit did you like the least?

____

Why? ____

____

____

Which part was hardest? _____________________________________

Why? ____

____

____

Name ____________________

(Activity 7 continued)

Which part was easiest? ____

Why? ____

____

____

Was there anything in this unit that should be left out? ______

If so, which part? ____

____

Is there anything that we should add to this unit? ____________

If so, what? ____

____

____

Did you have any problems? ____________________________________

If you did, what were they? ___________________________________

____

____

____

____

____

Is there anything else your instructor should know? ___________

____

____

____

____

Record Sheet of Answers

Unit: "Health and Safety"

Student: ______________________________

Instructor ______________________________

QUIZ 1. Circle the answer chosen by student. Correct response is underlined.

Questions:	1-1	a̲	b	c
	1-2	a	b	c̲
	1-3	a	b	c̲
	1-4	a	b̲	c
	1-5	a	b̲	c
	1-6	a	b̲	c

QUIZ 2.

Questions:	2-1	a	b	c̲
	2-2	a	b̲	c
	2-3	a̲	b	c
	2-4	a	b	c̲
	2-5	a̲	b	c
	2-6	a	b	c̲

QUIZ 3.

Questions:	3-1	a̲	b	c
	3-2	a	b	c̲
	3-3	a	b̲	c

QUIZ 4.

Questions:	4-1	a	b̲	c
	4-2	a	b	c̲
	4-3	a̲	b	c

Record Sheet
Health & Safety cont.

Student: ____________________

ACTIVITY 1. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision required ( )

comments: ____

____

ACTIVITY 2. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision required ( )

comments: ____

____

ACTIVITY 3. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision required ( )

comments: ____

____

ACTIVITY 4. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision required ( )

comments: ____

____

Some caregivers may confuse "rules for caring for sick children" with other day care rules. If this happens, return this activity for revision. Make a telephone call to explain about the rules this activity is dealing with.

Record Sheet
Health & Safety cont.

Student: ______________________________

ACTIVITY 5. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision required ( )

comments: ____

____

Some caregivers have a difficult job in dealing with parents. When they report lack of success or you suspect the parent conversation was difficult for the caregiver to handle, remind the caregiver that working with parents can be difficult, but, when successful, it pays off in many ways.

ACTIVITY 6. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision required ( )

comments: ____

____

Planning An Activity Program

Primary Goal for This Unit

To help caregivers plan, schedule, and provide appropriate daily activities for the children in their care.

Special Notes

Most caregivers enjoy doing activities with children and appreciate new activity ideas. For this reason, Planning An Activity Program is a popular unit. However, for most students this unit will also present a challenge. Throughout the unit, caregivers are encouraged to think about the relationship between the activity a child does and what s/he learns during that play. For many, this will be a new concept, and may not be totally understood upon completion of this unit. As with any other unit, it is your job, as instructor, to deal with each student on his or her own level, and through your responses, attempt to raise the student's level of comprehension to the next step.

Instructor's How-To

1. Read thoroughly both the packet and the study guide for this unit. Think about the responses you would make in completing the Work Pages.
2. Select and read any of the Instructor's Resources for Planning An Activity Program, listed at the end of these directions, or use any of the more general resources listed in Section I.
3. Write your telephone number on the line provided in the study guide. This line is at the end of the section called "How Do You Finish the Unit?"
4. Send a unit package to each student. (See Section I for package contents).
5. Note on your Reference Chart the date you mailed this unit to each student.

6. Fill in the date of receipt on your Reference Chart as each student's completed unit comes in.

7. Read and comment on completed units, using the Planning an Activity Program Record Sheet of Answers. Detach and save Activity 12, "Thinking It Over."

8. File in each student's folder:

    The Record Sheet of Answers
    Activity 12
    A copied sample of the student's work (optional)

9. Return corrected Planning an Activity Program Work Pages to each student, with the next unit. If you are requiring revisions, instruct the student to send revised Work Pages to you with the next completed unit.

10. Make a telephone call to any student whose unit is late. Use Telephone Form B. File the Telephone Form in the student's folder. Note the call on your Reference Chart.

Instructor's Resources

1. Beall, P., and Nipp, S. Wee sing and play. Los Angeles, CA: Price/Stern/Sloan Publishers, Inc., 1981.

2. Bibliotherapy: Books to help young children. St. Paul, MN: Toys 'n Things Press, 1981.

3. Braga, J., and Braga, L. Children and adults: Activities for growing together. Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1976.

4. Burroughs, S.C. You show, I grow. Raleigh, N.C.: Project Enlightenment, Wake County Public School System, 1980.

5. Cromwell, L., and Hibner, D. Finger frolics. Box 124, Livonia, MI: Partner Press, 1976.

6. Jones, M. Wee can. 1818 Admiral, Stillwater, OK, 1982.

7. Jones, M. Wee can too. 1818 Admiral, Stillwater, OK, 1982.

8. Karnes, M.B. Small wonder! 1; Activities for baby's first 18 months. Circle Pines, MN: American Guidance Service, 1979. (Library call number IMK 450)

9. Karnes, M.B. Small wonder! 2; Activities for baby's first 18-36 months. Circle Pines, MN: American Guidance Service, 1979. (Library call number IMK 451)

10. Linderman, C. E. Teachables from trashables. St. Paul, MN: Toys 'n Things, 1979.

11. Nickelsburg, J. Nature activities for early childhood. Menlo Park, CA: Addison-Wesley Publishing Company, 1976.

12. Orlick, T. The cooperative sports and games book. New York: Pantheon Books, 1978.

13. Redleaf, R. Field trips: An adventure in learning. St. Paul, MN: Toys'n Things, 1980.

14. Sparling, J., and Lewis, I. Learningames. New York, NY: Berkley Publishing Co., 1981.

15. Warner, D., and Quill, J. Beautiful junk. Washington, DC: U.S. Government Printing Office, 1976. (Library call number HQ781 BEA)

Planning an Activity Program

Family
Day Care

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University of North Carolina at Chapel Hill

Family Day Care Independent Study Course
Study Guide

PLANNING AN ACTIVITY PROGRAM

What Is This Unit About?

This unit is to help you plan each day for children's growth, happiness, and learning. In it, you will see how to best use the time you have with kids. You will find many ideas for activities which help you teach while giving children interesting and fun things to do. You will be able to do most of these activities at little or no cost. The biggest cost will be the time you put into doing a good job with the kids in your care.

What Will You Learn?

When you are done with this unit, you will:

1. Be able to write and keep a workable daily schedule for your day care (Packet Pieces 1 and 5).
2. Be able to list three people or places where you can get new activity ideas (Packet Pieces 1, 2, 3, 6 and 7).
3. Have planned, tried out, and thought about at least 19 activities with children (Packet Pieces 1, 2, 3, 4, 6 and 7.)

How Do You Finish The Unit?

SPECIAL NOTE: In this unit you can make a choice about some of the activities you want to do. Make sure you read carefully to find out which ones you must do, and which ones you can choose to do.

1. Read the letter to the caregiver, "Read This First," printed on the pocket of your packet folder.
2. Read Packet Piece 1, "Planning an Activity Program." Do Quiz questions for Packet Piece 1. You will find the Quiz on Work Page 1 of this study guide.
3. Read Packet Pieces 2 and 3. Do Quiz questions as you finish each one.
4. Read Packet Pieces 4, 5, 6, and 7.
5. Complete the Activities which follow the Quiz. They begin on Work Page 5. You must do Activities 1, 2, 3, 4, 10, and 11. You can choose to do any 2 of Activities 5, 6, 7, 8, and 9.
6. When you have completed the Quiz and your Activities, send all the Work Pages to your instructor, plus Packet Piece 5 "Something for Yourself."
7. Your instructor will read your Work Pages and Packet Piece 5. Then you will get them back with a note telling you how you did.
8. When the Work Pages and Packet Piece 6 come back to you, read what your instructor has written and make any changes. If needed, send the pages back to your instructor again.
9. Add your Work Pages to your Planning an Activity Program packet.

REMEMBER: If you have any problems when doing this unit, get in touch with your instructor. Your instructor wants to be of help in this learning experience. The telephone number is

____.

Name ______________________
Address ______________________
____
____
Phone ______________________

PLANNING AN ACTIVITY PROGRAM
QUIZ

What You Do

°Read Packet Piece 1, "Planning An Activity Program."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. When you plan your day care program, you will need to

____

____.

- think about what you're going to do and how you will fit it into the time you have
- set times to do things and never change what you planned
- spend many extra hours of work on your planning

2. A good time for children to learn is ______________

____.

- at special activity times
- while you have no housework to do
- anytime

3. Which housework job might help you teach kids about folding, smoothing, and textures?

____.

- vacuuming
- making beds
- washing dishes

Name ____________________

4. Children learn when ______________________________

____.

- you tell them everything to do
- you keep them from making mistakes
- they get to do things for themselves

5. A field trip ______________________________

____

____.

- always needs lots of planning
- is simply leaving the house to see something that is interesting
- must cost money and be taken in a car

6. A caregiver who plans well ______________________

____.

- always has perfect days
- never changes her plans
- still has a few days when nothing goes right

Name ____________________

What You Do

°Read Packet Piece 2, "Some Games For You and Your Baby."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. You can make learning to undress easier for toddlers by

____

____.

- doing it for them
- unfastening zippers and buttons
- making them do everything themselves

2. Packet Piece #2 says that one good game for a child ready to have her first birthday is ______________

____.

- Showing One Part
- Color Sorting
- Naming with a Mirror

3. Two of the most important things you can give your child are ________________________________.

- toys and new clothes
- love and toys
- time and love

Name ____________________

What You Do

°Read Packet Piece 3, "File."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. A good time to start reading to children is ________

____.

- before they are one year old
- when they are 2-3 years old
- when they are 3 years old

2. Reading is better when ____________________________

____.

- children listen and don't talk
- you have new books to read
- times with books are kept warm and happy

3. A good creative material for younger toddlers is

____.

- white glue
- small paint brushes
- large washable markers

Name ____________________

ACTIVITIES

SPECIAL NOTE:

You must do Activities 1, 2, 3, and 4.
You can choose to do any two of Activities 5, 6, 7, 8, and 9. (You must do two of them.)
You must do Activities 10 and 11.

ACTIVITY 1: Make a Schedule
(You must do this one)

A good schedule can help you and the kids in your care get the most out of the day. You can plan a good schedule when you look at all the things you and children have to do. Then try to fit them into the time you have. When you and children know when things happen, there is less confusion. Your days will be happier and smoother.

What You Do

°Read Packet Piece 5 "Something for Yourself."
°Think about what needs to be done every day in your day care.
°Fill in the schedule on the back of Packet Piece 5 with the activities listed on the front. Add any others that are part of your own program. Remember, you may not need to use all of the activities, but you may need to write some of them more than once.
°Send Packet Piece 5 to your instructor with all of your Work Pages when you have finished the unit.

Name ____________________

ACTIVITY 2: Reading with Children
(You must do this one)

Reading with children is important to all children. Preschoolers, toddlers, and even babies like to be read to, especially if story time is warm, friendly, and not too long. Children of different ages look at books in different ways. You can help each get the most out of book times. What children learn from you now will pay off later in school.

What You Do

- °Read or look at the same story with two different children. Take note of the way each child looks at the book. Try to remember how you made the book interesting to each.
- °Answer these questions to tell what you did. (If you care for only one child, answer questions for child #1 only.)

What book did you read? ____________________

____

How old are the children you read with?

Child #1 ____________________

Child #2 ____________________

What did child #1 do as you read?

Did he look at the pages? ____________________

Did he turn the pages? ____________________

Was he interested? ____________________

Did you read all the words in the book? __________

Did you both talk about the book? __________

If so, what were some things you said to each other?

____

____

____

____

Work Page 6

Name ____________________

(Activity 2 continued)

What did child #2 do as you read?

Did he look at the pages? ____________________

Did he turn the pages? ____________________

Was he interested? ____________________

Did you read all the words in the book? __________

Did you both talk about the book? ______________

If so, what were some things you said to each other?

____

____

____

____

____

Name ____________________

ACTIVITY 3: Ideas from Parents
(You must do this one)

You can get lots of ideas for activities from parents by finding out things that are happening in the child's home. This will help you keep kids busy and learning. It will help the child better understand things that go on in his life. And it will help parents feel more a part of their child's care. One way to start getting ideas from parents is by using "Something for Parents."

What You Do

- °Read Packet Piece 6 "Something for Parents."
- °Sign and hand out one copy to each parent.
- °After parents have had a chance to read the letter, set times to talk with each of them about it.
- °After talking to parents, plan and do an activity which has to do with one thing happening in a child's home.
- °Answer these questions to tell what you did.

What is happening in the child's home that gave you an activity idea? ______________________________

____

____

____

Tell about the activity. What did you do?

____

____

____

____

____

Name ____________________

(Activity 3 continued)

What did the children do? ____________________

What things did you need, if any? ____________________

What else could you do that has to do with the same idea?

Name ____________________

ACTIVITY 4: Looking for New Activity Ideas
(You must do this one)

Activity ideas can come from many places. And sometimes it doesn't take long to find them. The time you spend in looking pays off by giving you and the kids new and interesting things to do. Try adding sparkle to your day care by finding new activity ideas.

What You Do - If you keep preschoolers (2 years to 5 years)

- °Look through Packet Piece 3, "File."
- °Choose one new activity idea to do with the children.
- °Do the activity you chose.
- °Answer the questions below to tell what you did.

What You Do - If you only keep babies and toddlers

- °Read Packet Piece 2, "Some Games for You and Your Baby."
- °Try out one of the games.
- °Answer the questions below to tell what you did.

How old are the kids that you did the activity with?

____

What activity did you do? ____________________

____

How many children joined in? ____________________

How did the activity go? ____________________

____

Name ____________________

(Activity 4 continued)

Did the kids enjoy it? ______________________________

Did you enjoy it? ________________________________

Were there any problems? ____________________________

If so, what? ___________________________________

____

____

____

Would you do it again? ______________________________

What changes would you make? _________________________

____

____

Name ____________________

Choose any 2 of the next 5 activities

ACTIVITY 5: More New Activity Ideas
(This can be 1 of the 2 you choose)

You can plan new and exciting activities when you keep on the look-out for new ideas. Here are a few more places to look.

books
magazines
training workshops
day care centers
other day care homes
newspapers

library
children's new interests
T.V. programs for or about kids
friends
teachers
school supply catalogs

What You Do

°Choose two of the places listed above and find one new activity idea in each. Plan and do these activities with your day care children.
°Answer these questions to tell what you did.

New Activity #1

What is the activity? ______________________________

____

____

____

Where did you find this idea? __________________________

____

____

Name ____________________

How did it work with your children? ____________________

How long did it take? ____________________

Would you try it again? ____________________

Will you look for activity ideas in this place again?

Why or why not? ____________________

New Activity #2

What is the activity? ____________________

Where did you find this idea? ____________________

Name ____________________

(Activity 5 continued)

How did it work with your children? ________________

____

____

____

How long did it take? ____________________________

Would you try it again? ___________________________

Will you look for activity ideas in this place again?

____

Why or why not? ______________________________

____

____

____

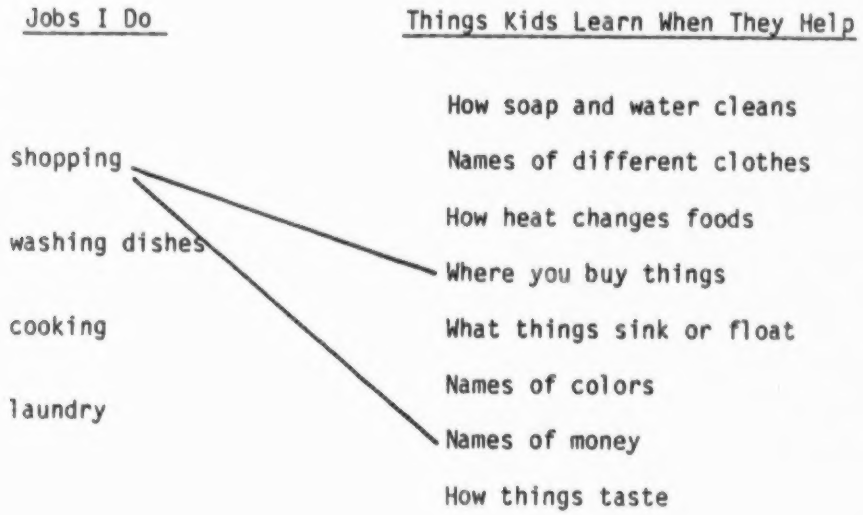
Name ____________________

ACTIVITY 6: Kids Learn from Every Day Work
(This can be 1 of the 2 you choose)

You can help children learn no matter what you are doing. You don't need to buy lots of special books or toys. Kids can learn from things you do and talk about every day. You can make the most of jobs you do while kids are with you by talking to them while you work and giving them a chance to help. You'll see big changes in what they can say and do.

What You Do (Part 1)

°Read the 2 lists. Draw lines from the "Jobs I Do" to the best "Things Kids Learn."
The first one is done for you to show you how.



Jobs I Do

- shopping
- washing dishes
- cooking
- laundry

Things Kids Learn When They Help

- How soap and water cleans
- Names of different clothes
- How heat changes foods
- Where you buy things
- What things sink or float
- Names of colors
- Names of money
- How things taste

Name ____________________

(Activity 6 continued)

What You Do (Part 2)

°Now think of two more jobs you do in your day care.
°Have the children take part as you do these jobs. This might be as simple as talking to them about the work as you do it. Or it might mean letting the children help.
°Answer these questions to tell what you did.

Job #1

What was the work you did? ______________________________

How did you let the children take part? __________________

____

____

What did you try to show the children about the work?

____

____

____

____

Were the children interested? __________________________

What do you think they may have learned? ________________

____

____

____

____

Name ____________________

(Activity 6 continued)

Job #2

What was the work you did? ______________________________

How did you let the children take part? ________________

____

____

What did you try to show the children about the work?

____

____

____

____

Were the children interested? ____________________________

What do you think they may have learned? ______________

____

____

____

____

Name ____________________

ACTIVITY 7: Field Trips
(This can be 1 of the 2 you choose)

Field trips don't have to be fancy, take a lot of time, or cost a lot of money. They can be as simple as a walk around the block. The important part of a field trip is that you talk with the children about what they see and help them notice new or changing things.

What You Do (Part 1)

°Think about where you live as you answer the questions.

What are 5 things in your neighborhood that you could show kids and talk about?

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Is there one thing that changes that you could show kids and talk about? ____________________

What is it? ____________________

How does it change? ____________________

____

____

____

Name ____________________

(Activity 7 continued)

What You Do (Part 2)

°Plan and take a trip to see one of the things you listed.
°Answer these questions to tell what you did.

Where did you go? ____________________

What special things did you point out to the kids?

What things did the kids notice themselves? ____________________

Did you need to make any special plans for this field trip (another adult to help, a way to get there, bag lunches, parent permission forms?) ____________________

If so, what were they? ____________________

Name ____________________

(Activity 7 continued)

Were there any problems? ______________________________

If so, what were they? ______________________________

____

____

____

____

How would you change it if you did this trip again?

____

____

____

____

____

Name ____________________

ACTIVITY 8: Toys in Every Home
(This can be 1 of the 2 you choose)

Lots of things in every home can be used as toys. Children of different ages will use these things in different ways. Here are ten things found in almost any home that children can use as toys:

blanket or sheet
bucket and sponge
measuring cups
different sized spoons
containers with lids
old clothes
pots and pans
boxes
magazines or newspapers
pillows or cushions

Let kids play with things like these. You'll save money and bring new fun into your day care.

What You Do (Part 1)

°Choose three of the things from the list that children can use as toys.
Let children play with one each day. You can add other things to make play more interesting.
°Answer the questions to tell what you did.

Toy #1

What did you use? ______________________________

____

How old are the children who used it? ____________________

____

What did the children do with it? ____________________

____

____

____

Name ______________________

(Activity 8 continued)

Did you do anything to help the play? ______________

If so, what? ____________________________________

____

____

____

____

Toy #2

What did you use? ______________________________

____

How old are the children who used it? ______________

____

What did the children do with it? ________________

____

____

____

Did you do anything to help the play? ______________

If so, what? ____________________________________

____

____

____

____

Name ____________________

(Activity 8 continued)

Toy #3

What did you use? ______________________________

____

How old are the children who used it? ______________

____

What did the children do with it? ______________

____

____

____

Did you do anything to help the play? ______________

If so, what? ______________________________

____

____

____

____

Name two other things in your home that children could play with.

1. ______________________________

____

2. ______________________________

____

Name ____________________

ACTIVITY 9: Have Children Help with Planning
(This can be 1 of the 2 you choose)

When you let children help plan the day you are giving them a chance to learn to make choices. You can let them help plan in many ways. The choices you give kids will depend on what the children are able to do and what you feel comfortable with. Even babies and toddlers can choose a toy to play with when you put out several where they can be reached. A two or three year old can choose one of several activities you suggest. Four or five year olds can plan ahead and make more complicated choices - like where they want to go for a field trip, or what to cook for tomorrow's snack. You can help children with the planning they do by providing a clear schedule into which children can fit their choices and by gently guiding children to choose wisely. Letting children learn to choose makes them feel that they have a say in how their lives go. As they grow older this feeling will help them towards success.

What You Do

°Read Packet Piece 4 "Something for Children."
°Plan and do the activity on the card (both sides).
°Answer these questions to tell how it went.
°If you care only for infants under 12 months old, write about how you let them make choices.

How many children did this activity with you? ____________

____

How old were they? ______________________________

What pictures did you show? _________________________

____

____

Name ____________________

(Activity 9 continued)

What did each child choose to do? ____________________

____

____

When did you talk with each child about what she did?

____

____

What did one child say about what she did? ____________

____

____

____

Were there any problems with this activity? ____________

If so, what were they? ____________________

____

____

____

Are there other choices you let children in your day care make? ____________________

If so, what are some? ____________________

____

____

____

Name ____________________

(Activity 9 continued)

If not, what choices could you let them make?

____

____

____

____

____

____

Name ____________________

ACTIVITY 10: Planning to Teach An Idea
(You must do this one)

Children need to practice new ideas or skills they are learning. You can make this learning more interesting by planning different activities that teach the same thing. The activities you plan can be simple, like looking at a picture and talking about it. Or they can be more complicated, like going on a field trip or playing a special game. Whatever activities you choose, you need to make sure that they are right for the child - not too easy and not too hard.

What You Do (Part 1)

- Choose one idea or skill you want to help a child learn. Try to make sure what you want to teach is not too hard or too easy for that child. You can choose an idea from this list or think of your own.

EASY-for Baby

↑

Find something hidden under a cloth.
Point at or look at a special thing. (Where's the cup?)
Say animal names (cat, dog).
Say or point to parts of the body (nose, hair).
Say or point to names of foods (milk, apple).
Sing a little song.
Scribble a picture.
Name things in a book.
Follow a direction you give ("Pick up the doll" or "Close the door").
Pour (pouring cereal from a small box).
Catch a ball.
Do an easy puzzle.
Dress or undress.
Set the table.
Count 1, 2, 3.
Use paste to make a picture.
Cut on a line with scissors.
Zip, snap, or button clothes.
Name colors red, blue, yellow.
Sort blocks or cut-outs into piles of the same shape.
Learn the names of coins (nickel, penny, dime).
Know left from right.
Sew with a large needle and thread.
Count ten things.

↓

HARDER-for Older
Preschoolers

Name ____________________

(Activity 10 continued)

What You Do (Part 2)

°Plan and try out three activities which would help a child learn the idea or skill you chose.
°Here are two samples to show you how:

To help a baby learn to find something hidden under a cloth, you can try these:

1. Have baby watch you cover your face with a scarf. Say, "Where did I go?" Then take the scarf away and say, "Here I am!"
2. Have baby watch you cover a toy he likes with a cloth. Say, "Where is it?" Then take the cloth away and say, "Here it is!" See if baby will pull off the cloth.
3. Have an older child play these two games with baby.

To help a toddler learn to know the words cat, dog, bird, you can try these:

1. Walk around your neighborhood. Look for cats, dogs, or birds. When you see them, tell her what they are. See if she can find them.
2. Let her play with a toy cat, dog, and bird. Talk to her about each one. Tell her the noises they make, talk about how they feel and what they look like.
3. Show the child pictures of a cat, dog, and bird. Tell her the names. Ask her to point to the cat, the dog, the bird.

Name ______________________

(Activity 10 continued)

°Answer these questions about what you did.

How old is the child? ______________________

What is one thing you want to help the child learn?

____

____

Tell three activities you did to help him learn this.

1. ______________________

____

____

____

____

____

____

2. ______________________

____

____

____

____

____

____

____

3. ______________________

____

Name ______________________

(Activity 10 continued)

____

____

____

____

____

____

Were there any problems with the activities? ________

If so, what? ________________________________

____

____

____

____

Do you think you helped the child learn the idea or skill?

____

Name ____________________

ACTIVITY 11: Planning A Week's Activities (You must do this one)

Planning activities ahead of time and writing them down can make your days go more smoothly. You will know what you need ahead of time and be able to get it ready. You won't get caught with "nothing for the kids to do." Planning ahead, by the week, does take some time and thought. But as you do it, you'll find it's not hard.

What You Do (Part 1)

- °Use the Planning Form on the next page to plan activities the kids will do next week.
- °In each box write one activity you will be sure to do as part of the normal day. Include such activities as art projects, cooking, building, field trips, outdoor adventures, nature, or numbers. Write what each activity is, list the things you will need to do it, and where it will be done.
- °If an activity is very well liked, you may want to plan to do it the next day also.

PLANNING FORM

	Monday	Tuesday	Wednesday	Thursday	Friday
MORNING	Activity:	Activity:	Activity:	Activity:	Activity:
	What we will need:	What we will need:	What we will need:	What we will need:	What we will need:
	Where	Where	Where	Where	Where
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
AFTERNOON	Activity:	Activity:	Activity:	Activity:	Activity:
	What we will need:	What we will need:	What we will need:	What we will need:	What we will need:
	Where	Where	Where	Where	Where

Work Page 32

Name ____________________

(Activity 11 continued)

What You Do (Part 2)

- °Do each activity during the next week.
- °Put a check (✓) in the box after it has been done.
- °Answer these questions to tell what you did.

Were there any problems in doing any of the activities?

____

If so, what were they? ____________________

____

____

____

____

What are some changes you could make to do these activities better? ____________________

____

____

____

Which of the activities did the kids like and which did they not like? ____________________

____

____

____

Name ____________________

(Activity 11 continued)

Would you plan and do activities in this way again?

____

Why or why not? ______________________________

____

____

____

____

____

Name ____________________

ACTIVITY 12: Thinking It Over

Now you are almost done with this unit. You can think about how your work went. The thoughts you will write down for this activity will let your instructor know more about how you are doing. Then both of you will be able to work better together.

What You Do

°Answer these questions.

What was the name of this unit? ______________________________

About how many hours did you take to do this unit? ____________

Which part or parts of the unit did you like the most?

____

Why? ____

____

____

Which part of the unit did you like the least?

____

Why? ____

____

____

Which part was hardest? ______________________________________

Why? ____

____

____

Name ______________________

(Activity 12 continued)

Which part was easiest? ______________________________

Why? ______________________________

Was there anything in this unit that should be left out? ______

If so, which part? ______________________________

Is there anything that we should add to this unit? ______

If so, what? ______________________________

Did you have any problems? ______________________________

If you did, what were they? ______________________________

Is there anything else your instructor should know? ______

Record Sheet of Answers

Unit: "Planning an Activity Program"

Student: ____________________________________

Instructor ____________________________________

QUIZ 1. Circle the answer chosen by student. Correct response is underlined.

Questions:	1-1	a	b	c
	1-2	a	b	c
	1-3	a	b	c
	1-4	a	b	c
	1-5	a	b	c
	1-6	a	b	c

QUIZ 2.

Questions:	2-1	a	b	c
	2-2	a	b	c
	2-3	a	b	c

QUIZ 3.

Questions:	3-1	a	b	c
	3-2	a	b	c
	3-3	a	b	c

Record Sheet
Planning an Activity Program

Student: ____________________

ACTIVITY 1. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____________________

____

If the student does not send Packet Piece 5 to you, call or write for it to be sent.

ACTIVITY 2. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____________________

____

This activity can be optional for caregivers who care only for infants under six months old.

ACTIVITY 3. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____________________

____

Some caregivers may have difficulty in getting information from parents. If that is the case, simply reinforce their attempt and tell them the importance of working on a sharing relationship between caregiver and parents.

Record Sheet
Planning an Activity Program

Student: ______________________

ACTIVITY 4. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

ACTIVITIES 5 through 9 : Student must do two.

ACTIVITY 5.

Place check by appropriate statement.

student chose to do this activity ( )
student did not choose to do this activity ( )

If student did activity, place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Record Sheet
Planning an Activity Program

Student: ____________________

ACTIVITY 6.

Place check by appropriate statement.

student chose to do this activity ( )
student did not choose to do this activity ( )

If student did activity, place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Students may have difficulty in recognizing other learning children get from helping with household chores. For example, if the child helped wash dishes, then the caregiver may say he learned to get dishes clean. Suggest other ideas the child got by helping. Remind the caregiver to talk about these ideas as the child helps.

ACTIVITY 7.

Place check by appropriate statement.

student chose to do this activity ( )
student did not choose to do this activity ( )

If student did activity, place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Give suggestions to students who are unable to fill in field trip ideas. Emphasize no-cost neighborhood field trips.

Record Sheet
Planning an Activity Program

Student: ______________________________

ACTIVITY 8.

Place check by appropriate statement.

student chose to do this activity	( )
student did not choose to do this activity	( )

If student did activity, place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

Make sure the student does not talk about "commercial" toys in this activity. If this is the case, have student do the activity over. You may want to call or write to explain the activity in more detail.

ACTIVITY 9.

Place check by appropriate statement.

student chose to do this activity	( )
student did not choose to do this activity	( )

If student did activity, place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

Record Sheet
Planning an Activity Program

Student ______________________________

ACTIVITY 10. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

Look for activities which are age appropriate and which all work to help the child learn the chosen idea or skill. Give suggestions for caregivers who have difficulty with this.

ACTIVITY 11. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

Make sure all areas of the chart have been filled in.

Caregivers will vary greatly in the activities they choose to list. Try to expand the activity ideas listed by making suggestions. For example, if "coloring" is listed, you might suggest "How about having children color cardboard shapes that you cut from old boxes," or "Try bringing the crayons and paper outside next time."

Handling Behavior Problems

Primary Goal for This Unit

To help caregivers understand why behavior problems occur and to give positive alternatives for handling them.

Special Notes

The way in which each student handles behavior problems is very personal, complex, and difficult to change. Even when adults know what they are supposed to do in an instance, sometimes that is not what they do. It helps, however, for caregivers to become aware of the reasons for children's behavior problems and to know positive ways of dealing with them. This awareness, on a long term basis, may slowly bring about the desired changes an instructor works for in students.

Instructor's How-To

1. Read thoroughly both the packet and the study guide for this unit. Think about the responses you would make in completing the Work Pages.
2. Select and read any of the Instructor's Resources for Handling Behavior Problems, listed at the end of these directions, or use any of the more general resources listed in Section I.
3. Write your telephone number on the line provided in the study guide. This line is at the end of the section called "How Do You Finish the Unit?"
4. Send a unit package to each student. (See Section I for package contents).
5. Note on your Reference Chart the date you mailed this unit to each student.
6. Fill in the date of receipt on your Reference Chart as each student's completed unit comes in.
7. Read and comment on completed units, using the Handling Behavior Problems Record Sheet of Answers. Detach and save Activity 8, "Thinking It Over."
8. File in each student's folder:

   The Record Sheet of Answers
   Activity 8
   A copied sample of the student's work (optional)

9. Return corrected Handling Behavior Problems Work Pages to each student with the next unit. If you are requiring revisions, instruct the student to send revised Work Pages to you with the next completed unit.
10. Make a telephone call to any student whose unit is late. Use Telephone Form B. File the Telephone Form in the student's folder. Note the call on your Reference Chart.

Instructor's Resources

1. Brazelton, T.B. Infants and mothers. New York, NY: Dell Publishing Company, 1969.
2. Brazelton, T.B. Toddlers and parents. New York, NY: Dell Publishing Company, 1974.
3. Briggs, D. Your child's self-esteem. Garden City, NY: Doubleday and Company, Inc., 1970.
4. Church, J. Understanding your child from birth to three: A guide to your child's psychological development. New York, NY: Random House, 1973.
5. Ginott, H.G. Between parent and child. New York, NY: Macmillan Co., 1965.
6. Spock, B. Baby and child care. New York, NY: Simon & Schuster, 1976.

Handling
Behavior Problems

Family
Day Care

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University of North Carolina at Chapel Hill

Family Day Care Independent Study Course
Study Guide

HANDLING BEHAVIOR PROBLEMS

What Is This Unit About?

This unit is to help you handle the behavior problems which happen with children. In it you will find that some of the problems you have with kids are normal ones that most children have as part of growing up. Some reasons for why kids act up are explained and ways to handle typical problem behaviors are given. As you use this unit, behavior problems in your home probably will not disappear. But you may find that understanding the problems plus trying out new ways of dealing with them will help you cope with them better.

What Will You Learn?

When you are done with this unit, you will:

1. Have tried one activity to help kids learn to get along with each other (Packet Piece 4).
2. Have made three rules for kids in your care (Packet Piece 1).
3. Be able to look at, think about, and try ways to solve one behavior problem (Packet Pieces 1, 2, and 5).
4. Be able to list three ways you can help children feel good about themselves (Packet Piece 1 and 6).

How Do You Finish The Unit?

1. Read the letter to the caregiver, "Read This First," printed on the pocket of your packet folder.
2. Read Packet Piece 1, "Handling Behavior Problems." Do the Quiz questions for Packet Piece 1. You will find the Quiz on Work Page 1 of this study guide.
3. Read Packet Piece 2. Do the Quiz questions for Packet Piece 2.
4. Be able to list five things you can do to help a child grow up emotionally healthy and happy (Packet Piece 3).
5. Read Packet Pieces 4, 5, 6, and 7.
6. Complete the Activities which follow the Quiz. Some of these activities will take at least one week to do.
7. When you have completed the Quiz and all the Activities, send the Work Pages to your instructor.
8. Your instructor will read your Work Pages. Then you will get them back with a note telling you how you did.
9. When the Work Pages come back to you, read what your instructor has written and make any changes. If needed, send the pages back to your instructor again.
10. Add your Work Pages to your "Handling Behavior Problems" packet.

REMEMBER: If you have any problems when doing this unit, get in touch with your instructor. Your instructor wants to be of help in this learning experience. The telephone number is

____

Name ____________________
Address ____________________
____
____
Phone ____________________

HANDLING BEHAVIOR PROBLEMS
QUIZ

What You Do

°Read Packet Piece 1, "Handling Behavior Problems."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. One basic need of children that adults often overlook is ____________________.
   - food
   - rest
   - play

2. In order to feel good about themselves, most children need lots of ____________________.
   - hugging
   - clean clothes
   - snacks

3. Self-confidence can be destroyed with too much ____________________.
   - love
   - play
   - criticism

4. All day care homes need ____________________.
   - very strict rules
   - the same rules
   - a few good rules

Name ____________________

5. Instead of spanking, one thing a caregiver might try to stop a behavior problem is ____________________ ____________________.

- yelling at the child
- moving the child away from the problem
- letting children fight it out

Name ____________________

What You Do

°Read Packet Piece 2, "Common Behavior Problems."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. If a child says "no" to you, you should ______________

   ____.

   - let him have his way
   - make him say "yes"
   - try to find out why he feels that way

2. Jealousy comes from feeling ________________________.

   - love
   - left out
   - important

3. Anger ____.

   - should not be allowed in your home
   - is a normal emotion
   - is good for the child and should be encouraged

4. To help three-year olds with sharing problems, it is best

   to ____

   ____.

   - let them fight over a toy until someone wins
   - have several toys that are the same
   - take the toy away whenever there is a fight

5. When a two year old has a temper tantrum, it is best

   to ____

   ____.

   - show understanding and love, but be firm and consistant
   - tell her how bad she is
   - let her have whatever she wants to make her stop.

Name ____________________

What You Do

°Read Packet Piece 3, "A Child Is What He Lives."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. To grow up happy, every child needs ________________
____.

- plenty of toys
- to feel safe
- nice clothes

2. If a child often hurts himself or others when he gets upset or angry, he is probably ____________________
____.

- a bad child
- an unhappy child
- a normal child

3. Things that happen to a baby ______________________
____
____.

- will affect how he will behave the rest of his life
- won't be remembered, so won't have any effect on the rest of his life
- don't matter because he is so young

Name ____________________

ACTIVTIES

ACTIVITY 1: Using Activities to Help Kids Get Along

One thing you are always working on with children is how to get along with others. You can teach children this skill through games, stories, and other activities, just as you would teach them about numbers or colors. There are many ways you can do this. One time you might use a game to help kids understand about how others feel. Another time you might let them practice being kind to others, as part of an activity. Whatever you do to teach getting along, you need to add your own good example. Praise children when they are kind with each other, and provide "getting along" activities as a regular part of your day care.

What You Do

°Do one of the activities on Packet Piece 4 "Something for Children".

°Answer these questions to tell about what you did.

Which activity did you do? ______________________________

How many children did it? ______________________________

How old are they? ______________________________

What is one thing the children learned about getting along with others as they did this activity? ______________________________

____

____

____

____

Name ____________________

(Activity 1 continued)

What is one other game, story, or other activity you could do with children to help them learn to get along with each other?

____

____

____

____

Name ____________________

ACTIVITY 2: Helping Children Feel Good About Themselves

Many behavior problems happen because children are unhappy with themselves. There are lots of ways adults can help kids feel happy inside. You probably do some of these already. Hugs, smiles, and warm words are just a few of the ways to help kids feel good about themselves. Whatever you do to make children feel good about themselves, it's important to do it with every child, every day.

What You Do (Part 1)

- °Read Packet Piece 6 "Something for Parents."
- °For every day of one week, write down one way you helped each child feel happy with himself. Use the chart on Work Page 7. If you can't answer for a child one day, make up what you missed by doing more the next. One child is done for you to show you how to fill in the chart.

THINGS I DID TO MAKE EACH CHILD FEEL HAPPY EVERYDAY

Child's Name	Monday	Tuesday	Wednesday	Thursday	Friday

Name ____________________

(Activity 2 continued)

What You Do (Part 2)

°Choose a good time to give parents Packet Piece 6 "Something for Parents". Take a few minutes to explain what the letter is about.
°Tell parents about some of the special things you do to help children feel happy with themselves.
°Ask parents if they have any special ways of making their own children feel good about themselves.
°Answer these questions to tell about what you did.

List one idea you told parents about helping children feel happy. ____

____

____

____

List one idea parents gave you about helping children feel happy. ____

____

____

____

Name ____________________

ACTIVITY 3: Finding More Information

The best caregivers are always on the lookout for more information to help in their child care. There are many places where they find ideas on handling behavior problems. They take out books from the library, talk to other child caregivers, take courses and workshops, or send for free or inexpensive pamphlets. The fact that you are taking this course shows that you are serious about adding to your child care skills. You can continue your growth by looking for information that you can add to ideas in this course.

What You Do

°Read the two papers that are on the next pages.

°Answer these questions .

What are two interesting ideas you found in "Plain Talk About Raising Children?"

____

____

____

____

What are two interesting ideas you found in "Plain Talk About Dealing with the Angry Child?"

____

____

____

____

Name ____________________

Tell one important thing you learned from reading these papers.

____

____

____

____

____

"PLAIN TALK" about RAISING CHILDREN

NATIONAL INSTITUTE OF MENTAL HEALTH • Division of Scientific and Public Information • Plain Talk Series

"Based upon your personal experiences with your own children, what is the best advice you could give new parents about raising children?"

This question was asked of 50 parents who had "successfully" raised their own children. Their children, all over 21, were considered successful in the sense that they were all productive adults who were apparently adjusting well to our society. Experienced parents are the practitioners who are most likely to know what really works in the home environment.

The results of the survey reveal that there seems to be a common "parent sense" about effective parenting. Although the parents surveyed were mainly from traditional, two-parent families, parents in other circumstances can apply these guidelines to their own situations. For example, single parents or parents in families in which both spouses work may not have a lot of time to spend with their children, but the quality of the time spent—playing and talking with their children and doing things together as a family—is equally important. Similarly, while the parents who were surveyed emphasized the importance of a good marital relationship and the need to spend some time away from their children with their spouses, single parents can foster a healthy personal adjustment by arranging time to be alone or to participate in activities with other adults.

The most frequent responses of the parents are classified under 10 basic principles about which there seems to be general agreement. Although not new, these principles of childrearing can offer a genuinely helpful guide to parents, teachers, day care workers, and others who care for children.

Love abundantly

The most important task is to love and really care about children. This not only gives children a sense of security, belonging and support, but it also smooths out the rough edges of childhood. Parental love should be special in two respects:

First, it should be constant and unconditional—which means it is *always* present, even when the child is acting in an unlovable manner. Secondly, parents should be open in expressing and showing love so that children are never uncertain about its presence. This means parents should hug and praise their children at every available opportunity.

Discipline constructively

Discipline means setting and adhering to standards of behavior. After love, the parents stressed the importance of giving clear direction and enforcing limits on a child's behavior. Discipline is an essential preparation for adjusting to the outside world; it makes a child better behaved and happier. It is best to use a positive approach by saying, "*Do* this," more often than "*Don't* do that." Be certain that you punish when you say you will. Be firm by "saying what you mean and meaning what you say." And punish as soon after the misdeed as possible; don't put an extra burden on Dad by saying, "Just wait until your father comes home."

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES • Public Health Service • Alcohol, Drug Abuse, and Mental Health Administration
5600 Fishers Lane Rockville, Maryland 20857

Apart from firmness and immediacy, the parents described the following qualities of constructive discipline:

Be consistent: Don't undermine the rules set by your spouse. Disagreements regarding childrearing must be resolved in privacy—never in front of the children.

Be clear: Establish a few simple rules and spell them out clearly in advance. The child should never be confused about what the rules are.

Administer in private: If possible, never punish a child in front of anyone. This tends to antagonize the child and he or she may continue to misbehave to save face.

Be reasonable and understanding: Explain the reason why a child is being given directions: "The stove is hot, please keep away so you will not be burned." However, don't be afraid to say on occasion, "Do it because I say so." In addition, try to understand a child's point of view and meet him or her halfway. This will give you a closer relationship.

Be flexible: With adolescents, bargaining is an effective tool. On occasion, it is good for both the parents and the child to be able to bend the rules a little. Also, what works with one child will not necessarily work with another. The child's individual personality enters into it.

Discourage continued dependency: Try to give a child an ever-expanding role in making decisions affecting his or her life. As children reach adolescence, encourage independence, knowing that you have done all you could to form good behavior patterns.

Be authoritative: If you are hesitant or indecisive, or if you feel guilty about disciplining children, you may not do a good job. Remember that you have years of experience, so stick to your decisions. Never let a child talk you out of a punishment you believe necessary. Have the courage to call on and trust your own common sense.

The parents also discussed the type of punishment they found most effective. They said that when a child hurts another person or destroys property, the child should apologize and, when necessary, make restitution from his or her own money. Sending children to their rooms or depriving them of something they enjoy doing was also considered to be a good punishment. Moreover, the parents generally agreed that spanking a young child (i.e., a quick lick on the backside) was O.K. when necessary. They cautioned that a child should never be beaten, hit on the head, or hit as a means of satisfying parental anger. This finding agrees with most surveys which disclose that most parents (about 85 percent) report that they occasionally spank their children.

Spend time together

"Spend lots of time with your children!" was a frequent recommendation. The parents felt that this time should be spent in

Playing: Spend some time each day playing with the children. The sole purpose of this play should be enjoyment—not to influence them.

Talking together: Have real conversations with the kids—times when you both listen and sincerely react to one another.

Teaching: Actively teach your children such workaday skills as cooking and car repair.

Encouraging family activities: Family spirit and a sense of belonging are developed by doing things together as a family. Have regular family outings, special family dinners, and spend holidays together. Go to social, sporting, and religious events together. Conduct family council meetings and make decisions together. One parent recommended that families "reduce TV watching by playing family games or by playing musical instruments together." Another said, "You can't fool children by giving them things (toys, TV) rather than your time and attention."

Tend to personal and marital needs

A number of parents specified that personal adjustment was an important first step to effective childrearing. One noted that to relate well to children adults must be comfortable with themselves. Another parent said that one should not completely sacrifice oneself for the family but rather, "Keep part of yourself for yourself and do something you enjoy." By treating yourself well, this parent felt, you will avoid the feeling of being mistreated, used unfairly, or overburdened when something goes wrong. A sense of humor about one' s faults and the misfortunes of life was also thought to be an important aspect of personal adjustment.

Love, respect and faithfulness between spouses provide needed security to the family. Two comments by parents seem particularly helpful:

"A household in which love is openly expressed is a household in which children flourish. Verbalizing love to one's children is not enough. Parents should make every effort to let their youngsters see warmth and tenderness in their marital relationship. Parents should not under-estimate the importance of letting their children know how delighted they are when their spouses enter the house. The morning greeting and the goodnight kiss set an atmosphere which encourages the same kind of affection in the hearts and minds of the children."

"A husband and wife are apt to be successful parents when they give their marriage the first priority. It may seem that the children are getting 'second best' from this approach but they rarely are. A happy mother and father are most apt to have happy children when the children's roles are clearly and lovingly defined. Child-centered households produce neither happy marriages nor happy children."

These remarks highlight what many parents are reluctant to admit but what child experts are finding to be true: that children tend to detract from rather than enhance the closeness between husband and wife. Recent studies have shown that a couple's satisfaction with marriage and with each other tends to drop sharply just after their first child is born. With minor variations, it stays at a lower level during the childrearing years and only increases after the youngest child leaves home. Thus, the parents pointed out the need to work at maintaining closeness with a spouse by such means as weekly nights out together, occasional weekends alone together, tender greetings, and thoughtful surprises.

Teach right from wrong

A number of the responses highlighted the need for parents to actively teach children basic values and manners in order for them to get along well in society. Parents found the following ways helpful in socializing their children: the assignment of chores and other responsibilities at home; religious affiliation; insistence that the children treat others with kindness, respect, and honesty; emphasis on table manners and other social graces in the home; part-time jobs outside the home when the children were old enough; and the setting of personal examples of moral courage and integrity. The successful parents also stressed that they thought parents should clearly state their own moral values and discuss them with their children.

Specific comments of parents include the following:

"Children should be made aware of proper values—behavioral, financial, and so forth. When they stray, parents should communicate in a manner which encourages the child to listen—do not be permissive or rigid but firm, so the children know exactly where you stand."

"Teach children to respect people, to be honest, and to treat others as they themselves would like to be treated."

"All children have to be taught right from wrong, respect for others and their property, and for older people."

"Teach them the value of *truthfulness*. Time and again I recall telling the children that if they told us the truth about a situation we would do all in our power to help them, for in knowing the real facts we could deal with any misstatements by others. If, however, they lied, we would be unable to be of much help because we couldn't depend on them."

Develop mutual respect

The parents emphasized the need to insist that all family members treat each other with respect. First of all, this means that parents should act in respectful ways to the children. The following behaviors exemplify this respect: politeness to children (saying "Thank you" and "Excuse me"); apologizing to a child when you are wrong; showing an active interest in the children's activities and TV shows; being honest and sincere with children at all times; not favoring one child in the family; following through on promises made; and showing basic trust in a child's character and judgment.

In addition, parents should insist on being treated in a respectful way by the children. If parents treat each other with respect and love, and teach the children to respect their parents, a solid foundation will be laid. Another parent suggested: "Parents should maintain their individuality and cultivate their own interests and talents. The time, feelings, and interests of both parents and children should be respected."

Really listen

Parents should really listen to their child, from his or her earliest years—which means giving undivided attention, putting aside one's own thoughts and beliefs, and trying to understand the child's point of view. As one parent stated: "No matter how busy or involved you are, *listen* to your child as a person. Listening means understanding and communicating, not the physical act of hearing." It also means talking your child's language, encouraging the expression of feelings—both good and bad—and allowing the child to show hostility or anger without fear of losing your love.

Offer guidance

In offering guidance to children when they have problems, the parents recommended that you be brief—state your thoughts in a few sentences rather than make a speech. They also felt it is helpful to make children understand that, although your door is always open to discuss difficulties, before you will offer solutions you expect them to have thought about the problem and to have tried to come up with possible solutions themselves.

Other thoughts by parents on counseling children were:

"Don't force your opinions, likes, dislikes. Offer them strictly as your opinion, not as law."

"Forbidden fruit is always so tempting, so play it low-key with undesirable activities, TV shows, etc. Kids will usually respect your opinion if you're honest, and they will tend to follow your guidance unless they just have to "find out for themselves."

Foster independence

Recognizing that it is difficult to let children go, the parents advocated gradually allowing them more and more freedom or control over their own lives. By fostering independence you will gain their affection and their respect. Children should be given freedom to make decisions regarding minor matters first; then the areas of decisionmaking should be expanded gradually.

The parents also observed that children have a continuing need for parental support and encouragement throughout adolescence and young adulthood. As one parent expressed it: "Once your children are old enough, kind of phase yourself out of the picture. But always be near when they need you."

Be realistic

Developing realistic expectations about childrearing was also mentioned. Parents advised that one should expect to make mistakes and to realize that outside influences—such as peer group pressure—will increase as children mature. Parents reaffirmed the saying that childrearing is a series of "tough times and tender moments." One parent remarked: "Don't expect things to go well all the time. Childrearing has never been an easy job; it has its sorrows and heartaches but it also has its great joys and this is what makes it all worthwhile."

Parenting indeed is not a simple task, and it is easy to become confused and uncertain at times. The plain old-fashioned "parent sense" expressed here seems sensible and stable compared to the passing fads and theories.

The most important thing that parents in this study learned by experience is that steadfast love must go hand in hand with discipline; indeed, one is not truly possible without the other. Moreover, in order to love and discipline most effectively, it is necessary to spend constructive time with the children. It would seem, then, that while adjusting to changing times, it is important for parents to hold fast to these and other basic, unchanging principles of childrearing.

Adapted from "Raising Children by Old-Fashioned Parent Sense" by Dr. Charles E. Schaefer, a child psychologist. The article appeared in *Children Today* (Nov.-Dec. 1978) published by the Children's Bureau, ACYF, DHEW. (Reprinting permission unnecessary.)

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"PLAIN TALK" about dealing with the angry child

NATIONAL INSTITUTE OF MENTAL HEALTH • Division of Scientific and Public Information • Plain Talk Series, Hilda Fried, Editor

Handling children's anger can be puzzling, draining, and distressing for adults. In fact, one of the major problems in dealing with anger in children is the angry feelings that are often stirred up in us. It has been said that we as parents, teachers, counselors, and administrators need to remind ourselves that we were not always taught how to deal with anger as a fact of life during our own childhood. We were led to believe that to be angry was to be bad, and we were often made to feel guilty for expressing anger.

It will be easier to deal with children's anger if we get rid of this notion. Our goal is not to repress or destroy angry feelings in children - or in ourselves - but rather to accept the feelings and to help channel and direct them to constructive ends.

Parents and teachers must allow children to feel *all* their feelings. Adult skills can then be directed toward showing children acceptable ways of expressing their feelings. Strong feelings cannot be denied, and angry outbursts should not always be viewed as a sign of serious problems; they should be recognized and treated with respect.

To respond effectively to overly aggressive behavior in children we need to have some ideas about what may have triggered an outburst. Anger may be a defense to avoid painful feelings; it may be associated with failure, low self-esteem, and feelings of isolation; or it may be related to anxiety about situations over which the child has no control.

Angry defiance may also be associated with feelings of dependency, and anger may be associated with sadness and depression. In childhood, anger and sadness are very close to one another and it is important to remember that much of what an adult experiences as sadness is expressed by a child as anger.

Before we look at specific ways to manage aggressive and angry outbursts, several points should be highlighted:

*We should distinguish between anger and aggression. Anger is a temporary emotional state caused by frustration; aggression is often an attempt to hurt a person or to destroy property.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES • Public Health Service • Alcohol, Drug Abuse, and Mental Health Administration
5600 Fishers Lane Rockville, Maryland 20857

*Anger and aggression do not have to be dirty words. In other words, in looking at aggressive behavior in children, we must be careful to distinguish between behavior that indicates emotional problems and behavior that is normal.

In dealing with angry children, our actions should be motivated by the need to protect and to teach, not by a desire to punish. Parents and teachers should show a child that they accept his or her feelings, while suggesting other ways to express the feelings. An adult might say, for example, "Let me tell you what some children would do in a situation like this..." It is not enough to tell children what behaviors we find unacceptable. We must teach them acceptable ways of coping. Also, ways must be found to communicate what we expect of them. Contrary to popular opinion, punishment is not the most effective way to communicate to children what we expect of them.

Responding to the Angry Child

Some of the following suggestions for dealing with the angry child were taken from The Aggressive Child by Fritz Redl and David Wineman. They should be considered helpful ideas and not be seen as a "bag of tricks."

**Catch the child being good. Tell the child what behaviors please you.* Respond to positive efforts and reinforce good behavior. An observing and sensitive parent will find countless opportunities during the day to make such comments as, "I like the way you come in for dinner without being reminded"; "I appreciate your hanging up your clothes even though you were in a hurry to get out to play"; "You were really patient while I was on the phone"; "I'm glad you shared your snack with your sister"; "I like the way you're able to think of others"; and "Thank you for telling the truth about what really happened."

Similarly, teachers can positively reinforce good behavior with statements like, "I know it was difficult for you to wait your turn, and I'm pleased that you could do it"; "Thanks for sitting in your seat quietly"; "You were thoughtful in offering to help Johnny with his spelling"; "You worked hard on that project, and I admire your effort."

**Deliberately ignore inappropriate behavior that can be tolerated.* This doesn't mean that you should ignore the child, just the behavior. The "ignoring" has to be planned and consistent. Even though this behavior may be tolerated, the child must recognize that it is inappropriate.

**Provide physical outlets and other alternatives.* It is important for children to have opportunities for physical exercise and movement, both at home and at school.

**Manipulate the surroundings.* Aggressive behavior can be encouraged by placing children in tough, tempting situations. We should try to plan the surroundings so that certain things are less apt to happen. Stop a "problem" activity and substitute, temporarily, a more desirable one. Sometimes rules and regulations, as well as physical space, may be too confining.

**Use closeness and touching*. Move physically closer to the child to curb his or her angry impulse. Young children are often calmed by having an adult nearby.

**Express interest in the child's activities*. Children naturally try to involve adults in what they are doing, and the adult is often annoyed at being bothered. Very young children (and children who are emotionally deprived) seem to need much more adult involvement in their interests. A child about to use a toy or tool in a destructive way is sometimes easily stopped by an adult who expresses interest in having it shown to him. An outburst from an older child struggling with a difficult reading selection can be prevented by a caring adult who moves near the child to say, "Show me which words are giving you trouble."

**Be ready to show affection*. Sometimes all that is needed for any angry child to regain control is a sudden hug or other impulsive show of affection. Children with serious emotional problems, however, may have trouble accepting affection.

**Ease tension through humor*. Kidding the child out of a temper tantrum or outburst offers the child an opportunity to "save face." However, it is important to distinguish between face-saving humor and sarcasm or teasing ridicule.

**Appeal directly to the child*. Tell him or her how you feel and ask for consideration. For example, a parent or a teacher may gain a child's cooperation by saying, "I know that noise you're making doesn't usually bother me, but today I've got a headache, so could you find something else you'd enjoy doing?"

**Explain situations*. Help the child understand the cause of a stressful situation. We often fail to realize how easily young children can begin to react properly once they understand the cause of their frustration.

**Use physical restraint*. Occasionally a child may lose control so completely that he has to be physically restrained or removed from the scene to prevent him from hurting himself or others. This may also "save face" for the child. Physical restraint or removal from the scene should not be viewed by the child as punishment but as a means of saying, "You can't do that." In such situations, an adult cannot afford to lose his or her temper, and unfriendly remarks by other children should not be tolerated.

**Encourage children to see their strengths as well as their weaknesses*. Help them to see that they can reach their goals.

**Use promises and rewards*. Promises of future pleasure can be used both to start and to stop behavior. This approach should not be compared with bribery. We must know what the child likes - what brings him pleasure - and we must deliver on our promises.

**Say "NO!"* Limits should be clearly explained and enforced. Children should be free to function within those limits.

**Tell the child that you accept his or her angry feelings,* but offer other suggestions for expressing them. Teach children to put their angry feelings into words, rather than fists.

**Build a positive self-image.* Encourage children to see themselves as valued and valuable people.

**Use punishment cautiously.* There is a fine line between punishment that is hostile toward a child and punishment that is educational.

**Model appropriate behavior.* Parents and teachers should be aware of the powerful influence of their actions on a child's or group's behavior.

**Teach children to express themselves verbally.* Talking helps a child have control and thus reduces acting out behavior. Encourage the child to say, for example, "I don't like your taking my pencil. I don't feel like sharing just now."

The Role of Discipline

Good discipline includes creating an atmosphere of quiet firmness, clarity, and conscientiousness, while using reasoning. Bad discipline involves punishment which is unduly harsh and inappropriate, and it is often associated with verbal ridicule and attacks on the child's integrity.

As one fourth grade teacher put it: "One of the most important goals we strive for as parents, educators, and mental health professionals is to help children develop respect for themselves and others." While arriving at this goal takes years of patient practice, it is a vital process in which parents, teachers, and all caring adults can play a crucial and exciting role. In order to accomplish this, we must see children as worthy human beings and be sincere in dealing with them.

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Name ________________

ACTIVITY 4: Emotionally Healthy Children

The care you give to make a child emotionally healthy and happy now will make a difference for the rest of the child's life. It may be that children won't even remember you as they grow up, but the happiness and strength you give them will always be a part of their lives.

What You Do

°Read Packet Piece 3, "A Child Is What He Lives."
°Think about ways you make sure to give each child the things he or she needs to grow up happy.
°Answer these questions to tell about what you do.

What are two things you do to help children feel loved?

____

____

____

____

What are two things you do to help children feel safe?

____

____

____

____

What are two things you do to help children feel responsible?

____

____

____

____

Name ____________________

(Activity 4 continued)

What are two things you do to be a good example (model) for children?

____

____

____

____

What are two things you do to help children learn self-discipline?

____

____

____

____

Name ____________________

ACTIVITY 5: How Would You Handle It?

Different people handle behavior problems with children in different ways. Some of these ways help children feel good about themselves; some don't. Some work well with one child and not with another. Some ways, like spanking, may be dangerous to use. When you look at how others handle problems with children, look to see if what they did really worked. Did it solve the problem and let the child feel good about himself? You can learn from what others have done, so that if the same problem comes up in your home you will be ready for it.

What You Do

°Do Packet Piece 5 "Something for Yourself."
°Answer these questions about what you would do.

Would you do the same with 3-year-old James? ____________

Why or why not? ______________________________________

____

____

How else could you handle it? __________________________

____

____

____

____

Name ____________________

(Activity 5 continued)

Would you do the same with William and B.J.? ____________

Why or why not? ______________________________________

____

____

How else could you handle it? __________________________

____

____

____

____

Would you do the same with 4-year-old Elvira? ___________

Why or why not? ______________________________________

____

____

How else could you handle it? __________________________

____

____

____

____

Name ____________________

(Activity 5 continued)

Would you do the same with 4-year-old Calvin? __________

Why or why not? ______________________________

____

____

How else could you handle it? ____________________

____

____

____

____

Would you do the same with 3-year-old Todd? __________

Why or why not? ______________________________

____

____

How else could you handle it? ____________________

____

____

____

____

Name ____________________

ACTIVITY 6: Rules for Children to Follow

It's easy to make lots of rules for children to obey. It's much harder to make just a few good rules. But a few good rules are easier for children to remember and follow. They are also easier for you to stick to with everyone.

What You Do (Part 1)

°Think about your home and the children you care for.
°Make three rules for the children to follow. Make these rules as if they were the only ones you could have in your day care home. Try to make rules that will help get rid of behavior problems while meeting the children's basic needs.
°Answer these questions to show what you did.
°For ideas, read Packet Piece 1 again.

List your three rules.

1. ____

____

2. ____

____

3 ____

____

Did you have rules in your home before? ________

If so, what were they? ____________________________

____

____

____

____

Name ____________________

(Activity 6 continued)

What You Do (Part 2)

°Teach your children about these three rules. If they can understand, explain about them. Use the rules with the children for one week.

°Answer these questions to tell about what you did.

How did you teach your children about your rules? ______

____

____

____

____

____

Did a child ever break one of the rules? ____________

If so, which rule was it?____________________

____

____

____

What did you do?____________________________

____

____

____

____

____

Name ____________________

ACTIVITY 7: Taking a Look at Problems

When working with children, it helps to calmly stand back and take a good look at the who, what, when, and where of behavior problems. You can use the information you get to understand the problems and figure out why they happened. Then, you can think of and try out effective ways of handling them.

What You Do (Part 1)

°For one week, try to keep track of behavior problems in your day care home. Watch the children with these questions in mind.

a. Who is involved in the problem? (This may be you and a child.)
b. Where did it happen?
c. When did it happen?
d. What was the problem about?

°List 1 problem you remember from each day on the chart on Work Page 17. Work on your chart everyday; you will remember better if you don't wait until the end of the week. Here is an example to show you how to write about a problem.

Monday

who Emma and Tonya

where painting table in the kitchen

when before snack

what fighting over red paint, Emma hit Tonya; Tonya cried

How I handled problem
- put half the paint into another cup so each child could have her own paint
- reminded Emma to use words and not hit

TELL ABOUT ONE BEHAVIOR PROBLEM YOU REMEMBER FOR EACH DAY

	Monday	Tuesday	Wednesday	Thursday	Friday
Problem	who	who	who	who	who
	where	where	where	where	where
	when	when	when	when	when
	what	what	what	what	what
	How I handled problem	How I handled problem	How I handled problem	How I handled problem	How I handled problem

Name ____________________

(Activity 7 continued)

What You Do (Part 2)

°Look over your chart of problems. Answer these questions.

Are any children involved in problems more often than other children? ______________________________

If so, who? ______________________________

Do problems happen in one place more than in another? _____

If so, where? ______________________________

Do problems happen more at one time than another? ________

If so, when? ______________________________

Does one kind of problem happen over and over? __________

If so, what? ______________________________

____

____

____

____

Does the way you handle each problem seem to work, or do problems happen again? ______________________________

Name ____________________

(Activity 7 continued)

What You Do (Part 3)

°Choose one troublesome behavior problem that you want to work on. This may be one which happens most, or one you feel you don't handle well. Answer these questions about it.

Who is involved?

When does it happen?

Where does it happen?

What is it about?

How do you usually handle it?

What You Do (Part 4)

°Now, try to think of why the problem is happening.
°Answer these questions as you think.

Does the problem happen because a child is trying to show you a need? (Hungry? Wants attention? Bored? Been doing the same thing for too long? Tired? Having to do something that is too difficult?) _______________

If so, what is it? ____________________________________

____

____

Name ____________________

(Activity 7 continued)

Is there a problem with where the children are? (Is the area too crowded? Not private enough? Are there enough toys? More than one of the same toy?) ________________

If so, what is it? ________________________________

____

____

____

Is there a problem with the time or schedule? (Do kids need to go outside to run off energy? Are they tired and need a quiet rest time? Are they hungry and need an earlier snack?)

____

If so, what is it? ________________________________

____

____

____

What You Do (part 5)

°Finally, think about your day care and the behavior problem. What can you change or do to help with this problem?
°Try out your ideas.
°Tell what you did and how it went.

What did you do to solve the problem? ________________

____

____

Has it helped? ________________________________

____

Name ____________________

ACTIVITY 8: Thinking It Over

Now you are almost done with this unit. You can think about how your work went. The thoughts you will write down for this activity will let your instructor know more about how you are doing. Then you will be able to work better together.

What You Do

°Answer these questions.

What was the name of this unit? ______________________________

About how many hours did you take to do this unit? ____________

Which part or parts of the unit did you like the most?

____

Why? ____

____

____

Which part of the unit did you like the least?

____

Why? ____

____

____

Which part was hardest? ______________________________________

Why? ____

____

____

Name ____________________

(Activity 8 continued)

Which part was easiest? ______________________________

Why? ____

____

____

Was there anything in this unit that should be left out? ______

If so, which part? __________________________________

____

Is there anything that we should add to this unit? __________

If so, what? ______________________________________

____

____

Did you have any problems? __________________________

If you did, what were they? __________________________

____

____

____

____

____

Is there anything else your instructor should know? _________

____

____

____

____

Record Sheet of Answers

Unit: "Handling Behavior Problems"

Student: ____

Instructor ____

QUIZ 1. Circle the answer chosen by student. The correct response is underlined.

Questions:	1-1	a	$\underline{b}$	c
	1-2	$\underline{a}$	b	c
	1-3	a	b	$\underline{c}$
	1-4	a	b	$\underline{c}$
	1-5	a	$\underline{b}$	c

QUIZ 2.

Questions:	2-1	a	b	$\underline{c}$
	2-2	a	$\underline{b}$	c
	2-3	a	$\underline{b}$	c
	2-4	a	$\underline{b}$	c
	2-5	$\underline{a}$	b	c

QUIZ 3.

Questions:	3-1	a	$\underline{b}$	c
	3-2	a	$\underline{b}$	c
	3-3	$\underline{a}$	b	c

ACTIVITY 1. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Record Sheet
Handling Behavior Problems cont.

Name: ______________________________

ACTIVITY 2. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Make sure every child is listed by checking your student information form. This is a good time to find out if the children in care have changed.

ACTIVITY 3. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

The main goal of this activity is to give caregivers one experience in reaching out for and making use of the many resources available to child care workers.

Both papers deal with some of the same ideas. However, they emphasize different main ideas.

Record Sheet
Handling Behavior Problems cont.

Name: ______________________________

ACTIVITY 4. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision required	( )

comments: ____

____

When a caregiver does not answer some of the questions for this activity, fill in suggested answers. For example:

Question: "What are two things you do to help children feel loved?"

Possible Answers: Hug them, hold them, tell them you love them, smile at them, be happy with them, be interested in what they say or do, etc.

ACTIVITY 5. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not succcessful; no revision requested	( )

comments: ____

____

Answers for handling the situations are listed on the packet piece. Look for caregiver's use of positive, age appropriate solutions to handling these problems.

ACTIVITY 6. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Look for rules which help bring about respect for others (e.g., no hurting others) and rules which protect the children and home (e.g., no rough play in the house). Give alternative suggestions to rules which are too specific or which are not age appropriate.

ACTIVITY 7. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Student's work on this activity varies greatly according to abilities. Try to work with each student at his or her own level on this. Make suggestions for handling problems if the student does not do so. If necessary, try to be accepting of the ways they handle problems while suggesting positive alternatives. Remind students that many children's behavior problems:

a) are normal and will be outgrown;
b) can be solved when children have choices of activities in a setting that has many chances for interesting learning;
c) can be solved by requiring behavior which is "right" for the child's age;
d) can be avoided by an attentive caregiver who is responsive to each child's needs.

Day Care as a Small Business

Primary Goal for This Unit

To introduce students to the business ideas and methods which are both helpful and necessary in maintaining a family day care program.

Special Notes

This unit will often be the one which contains the most new information for a student. Many students are unaware that their day care program is considered a small business, and as such, they need to file small business tax returns on the income they make. Some students may feel threatened or upset when they learn this. As the instructor, you can only make sure your students have the tax information they need. It is the student's responsibility to decide whether or not to file a tax return. In addition, of all the units, this is the one in which the most frequent content changes occur . Some of the information in the packet is already out of date. It is important for you to check out the latest facts on taxes, registration, certification and the Child Care Food Program. Do this before sending this unit to any students.

Instructor's How-To

1. Read thoroughly both the packet and the study guide for this unit. Think about the responses you would make in completing the Work Pages.
2. Call or write for the tax information required by Activity 3.
3. Select and read any of the Instructor's Resources for Day Care as a Small Business listed at the end of these directions, or use any of the more general resources listed in Section I.
4. Write your telephone number on the line provided in the study guide. This line is at the end of the section called "How Do You Finish the Unit?"
5. Send a unit package to each student. (See Section I for package contents).
6. Note on your Reference Chart the date you mailed this unit to each student.

7. Fill in the date of receipt on your Reference Chart as each student's completed unit comes in.

8. Read and comment on completed units, using the Day Care as a Small Business Record Sheet of Answers. Detach and save Activity 8, "Thinking It Over."

9. File in each student's folder:

   The Record Sheet of Answers
   Activity 8
   A copied sample of the student's work (optional)

10. Return corrected Day Care as a Small Business Work Pages to each student with the next unit. If you are requiring revisions, instruct the student to send revised Work Pages to you with the next completed unit.

11. Make a telephone call to any student whose unit is late. Use Telephone Form B. File the Telephone Form in the student's folder. Note the call on your Reference Chart.

Instructor's Resources

1. Business ideas. St. Paul, MN: Toys 'n Things Press, 1982.

2. Calendar-keeper. St. Paul, MN: Toys 'n Things Press, 1985.

3. Federal income tax survival kit and audit guide. Minneapolis, MN: Quality Child Care, Inc. (each January issue of Child Care Resources contains an updated yearly tax guide).

4. Host, M., and Heller, P. Day care #7: Administration. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1971 (DHEW Publication No. LOCD 732-20).

Day Care as a Small Business

Family
Day Care

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University of North Carolina at Chapel Hill

Family Day Care Independent Study Course
Study Guide

DAY CARE AS A SMALL BUSINESS

What Is This Unit About?

This unit will help you keep up with the business side of your day care home. It will let you know what business things you need to think about and tell you how to do them. You will find out about day care regulations, keeping good records, taxes, and insurance. You will also be able to share important information with parents. The business part of day care causes problems for many day care providers. This unit can help you learn to deal with those problems.

What Will You Learn?

When you are done with this unit, you will:

1. Know what is required of you by your state law, as a family day care provider (Packet Piece 1).
2. Have set up a record keeping system for your day care (Packet Pieces 1, 2, 3, and 4).
3. Have started keeping financial records for your day care (Packet Pieces 1, 2, 3, 4, and 6).
4. Have started records on each child in your care (Packet Piece 1 and 3).
5. Have found out which tax forms that you need to file taxes for your day care business (Packet Pieces 1 and 6).
6. Have shared important day care information with the parents of your day care children (Packet Piece 5).

How Do You Finish The Unit?

1. Read the letter to the caregiver, "Read This First," printed on the pocket of your packet folder.

2. Read Packet Piece 1. Do Quiz questions for Packet Piece 1. You will find the Quiz on Work Page 1 of this Study Guide.

3. Read Packet Pieces 2 and 3. Do Quiz questions as you finish each one.

4. Read Packet Pieces 4, 5, and 6.

5. Complete the Activities which follow the Quiz. They begin on Work Page 5.

NOTE: It will take at least one month to do Activities 1 and 2. It is best to start these activities right away as soon as you have read the packet.
Activity 7: Day Care Insurance is optional. You should do it only if you are especially interested.

6. When you have done the Quiz and all the Activities, send the Work Pages, and your forms from Activities 1 and 2 to your instructor.

7. Your instructor will read your Work Pages and check your forms. Then you will get them back with a note telling you how you did.

8. When the Work Pages and forms come back to you, read what your instructor has written and make any changes. If needed, send the pages back to your instructor.

9. Add your Work Pages to your Day Care as a Small Business packet. Add the two forms to your financial records.

REMEMBER: If you have any problems when doing this unit, get in touch with your instructor. Your instructor wants to be of help in this learning experience. The telephone number is

______________________________.

Name ____________________
Address ____________________
____
____
Phone ____________________

DAY CARE AS A SMALL BUSINESS
QUIZ

What You Do

°Read Packet Piece 1, "Day Care as a Small Business." Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. Even though each state has its own ideas about day care it usually means that you care for children ____.

   - 8 hours a day
   - regularly
   - at least 4 hours a day

2. Family day care homes must be licensed or registered with their state licensing office ____________________.

   - in all 50 states
   - in nearly every state
   - in less than half the states

3. Some children's care is paid for by state or federal money. To find out if you are able to care for these children, you can call ______________________________.

   - Your local social services agency
   - Your local newspaper
   - Your county magistrate

Name ____________________

4. It helps to have insurance for your day care because _____

____.

- the Department of Social Services requires it
- you won't have to worry about safety in your home
- it will protect you in case of an accident

5. If your day care business is in your home, you __________

____

____.

- may have to file a federal and state income tax return
- do not have to pay taxes on the money you make
- will only have to file a federal tax return

6. In filing a federal tax return, you do not need _________

____.

- Form 1040
- Schedule C
- Form D-400

7. A partially deductible expense on a day care provider's tax forms would be ______________________________________

____.

- repairs for day care equipment
- day care insurance
- interest on your house payment

8. Day care providers need to keep good records of _________

____

- everything they claim or deduct on tax forms
- only money they receive
- only money they spend

Name ____________________

What You Do

°Read Packet Piece 2, "An Easy Way to Keep Your Records."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. One thing to keep in your financial records would be _____
____.

- menus
- receipts for things you buy
- children's health forms

2. A record box needs to be ______________________________
____
____.

- set up into subject areas
- kept locked
- only for financial records

Name ____________________

What You Do

°Read Packet Piece 3, "Forms."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. You should never give aspirin to a child unless you first

____.

- talk to the parents
- have written permission from the parents
- talk to a doctor

2. On the Monthly Record of Income and Expenses, you would not need to record ______________________________________

____.

- money you get for caring for children
- money you spend on your family
- money you spend on your day care

3. If you look at the "Child Information Record" included in this set of forms, you will find ______________________

____.

- permission to give a child medicine
- permission to take a child on a field trip
- emergency information on a child

4. Keeping a Monthly Mileage Record is useful in day care because it tells you ________________________________

____.

- how many trips you make each month
- an amount that you can deduct on your income tax
- what kind of gas mileage you are getting on your car

Name ____________________

ACTIVITIES

NOTE: Activities 1 and 2 will take at least a month to complete. It is best to start these activities right away.

ACTIVITY 1: Keeping Good Financial Records

Keeping track of the money you get and spend is the first step in handling the business side of your day care. Once you have good records, the rest of your business will fall into place. You will be able to see if you are really making money, or if you spend more on your day care than you make. You will be able to see where you might save money or spend it better. And, of course, good records help you when tax time comes, by helping you with the deductions you can claim so you don't pay more taxes than you should. The little work it takes to keep good records may save you lots of work, time, and money later.

What You Do (Part 1)

°Read Packet Piece 4, "Something for Yourself."
°Do the practice record-keeping for Debby's Day Care.
°If you have problems with this, get in touch with your instructor. If you have no problems, go on to Part 2.

What You Do (part 2)

°Take the Monthly Record of Income and Expenses from Packet Piece 3, "Forms."
°Use this form to keep a record of your own income and expenses for one month.
°At the end of the month, total all of your income and expenses and fill in the boxes at the bottom of the page.

NOTE - If you do not wish to list the amounts you really receive and spend, then feel free to list other amounts that still make sense. Your instructor is only interested in making sure you are able to fill out these forms correctly.

°Go on to Part 3.

Name ____________________

What You Do (Part 3)

°Take the Yearly Record of Income and Expenses from Packet Piece 3, "Forms."
°Use this form to fill in the totals from your monthly record.
°Save both forms to send to your instructor, with your Work Pages.

Name ____________________

ACTIVITY 2: Keeping a Record of Children's Attendance

A record of when children are present or absent in your day care home has many uses. You can go to it if a question comes up about a fee payment. You may need it when tax time comes. Or it may help you remember which children went on a field trip with you. Keeping the record is easy. You can take attendance by yourself or you can add it to a special part of your day with kids by letting them see who is with you each day.

What You Do

- °Take the Monthly Attendance Record from Packet Piece 3, "Forms." Make a copy of this form.
- °Fill in the names of all children in your care.
- °Keep a record of each child's attendance for one month.
- °At the end of the month, figure your average daily attendance.
- °Save this form to send to your instructor with your Work Pages and the forms from Activity 1.
- °Answer these questions.

When and how often did you fill in this form? _______________

____

If you let children do this with you, how did you let them help?

____

____

____

____

____

Name ____________________

ACTIVITY 3: Finding the Tax Forms You Need

Sometimes it is difficult to find the tax forms you need for filing taxes as a small business. Tax forms are likely to change from year to year. The addresses and telephone numbers of tax information offices change too. Even the forms and information places listed in your packet may already be out of date. But you can still get help with finding tax information. Start with local banks, the post office, or your public library. If they cannot give you the forms you need, they should at least be able to tell you where else you can try.

What You Do (Part 1)

°Find out what federal tax forms you need to file taxes as a small business.

°When you ask for tax information say, "I have a small business in my home. I care for children and receive income for this. I want to know which federal tax forms I need, to file an income tax return for my small business."

NOTE: Income tax forms are free. You should not have to pay for any forms you receive. If you have any problems with this activity, get in touch with your instructor. Your instructor will be able to help you.

°Answer these questions to tell what you found out.

What are the names of the federal tax forms you need? ________

____

____

____

____

Where can you get them? ____________________________

____

____

____

Name ____________________

(Activity 3 continued)

How did you find them? (Who did you call or where did you go?)

____

____

____

____

Did you have any problems finding out about the forms you need?

____

If so, what were they? ____

____

____

____

____

What You Do (Part 2)

°Find out what state tax forms you need to file taxes as a small business.
°When you ask for tax information say, "I have a small business in my home. I care for children and receive income for this. I want to know which state tax forms I need to file an income tax return for my small business."

NOTE: Income tax forms are free. You should not have to pay for any forms you receive. If you have any problems with this activity, get in touch with your instructor. Your instructor will be able to help you.

Name ____________________

(Activity 3 continued)

°Answer these questions to tell what you did.

What are the names of the state tax forms you will need?

Where can you get them? ____________________

How did you find them? (Who did you call or where did you go?)

Did you have any problems finding out about the forms you need?

If so, what were they? ____________________

Name ____________________

ACTIVITY 4: Make A Record Box

Setting up a record box doesn't take much time. You can put one together in an evening while you're watching T.V. or you can make one while your kids are napping. Whenever you make one, make sure it's organized to cover the needs of your own special day care program.

What You Do

°Read Packet Piece 2, "An Easy Way To Keep Your Records."
°Make your own record box and set up a system for keeping information that you need in your day care.
(If you already have a record keeping system set up, then you do not have to make a new one.)
°Answer these questions to tell about your record keeping system.

When did you set up your record box? ____________________

What do you use to hold your records? ____________________

____

What do you use to separate your information by subject area?

____

____

____

What are the titles of each of your subject areas? __________

____

____

____

____

Name ____________________

(Activity 4 continued)

What information do you keep in each subject area? __________

____

____

____

____

____

How often do you use your record box? ____________________

____

____

____

____

Has this helped your day care program? Why or why not?

____

____

____

____

____

____

Name ____________________

ACTIVITY 5: Keeping Information on Children

Good day care providers try to match their day care program to each child's needs. Having special information about all children and their families helps with this. Organizing this information and keeping it updated, lets you keep track of the things you need to know about kids. It doesn't take long to fill out a record on each child. You probably already know many of the facts. But, you may see that there are some things you still need to find out to give the best day care to each child.

What You Do

- °Take the Child Information Record from Packet Piece 3, "Forms," and make one copy for each child in your care.
- °Fill out all the information you already know for each child.
- °Talk with parents to fill in facts you don't already have. You may want to get this information at the same time you talk to parents for Activity 6. (If you already have all this information organized in a file, you do not have to use this form.)
- °Add these forms to your record box.
- °Answer these questions about the information you have on children.

Did you already have all the information needed to fill in the forms? ______________________________

Did you already have the information organized in a file? ____

Where did you get the information for each child? __________

____

____

____

____

Name ____________________

(Activity 5 continued)

When did you get the information? ____________________

____

____

____

Did you get any new information? ____________________

____

____

____

Did you talk with parents about this? ____________________

List two ways this information can help you in your day care job.

1. ____

____

2. ____

____

Name ____________________

ACTIVITY 6: Giving Parents Information

You can give parents written information about your child care program to avoid some of the problems that happen in many family day care homes. It's best to give parents this information before you begin caring for their children. But, it's never too late to decide on your day care rules, write them out, and share them with parents.

What You Do

- °Fill out one Packet Piece 5, "Something for Parents," for each of the parents you deal with.
- °Set up an appointment or phone call with each parent to go over the information. (You might also use this time to get any information you need for Activity 5.)
- °As you share this information with the parents, take a few minutes to explain what it says and answer any questions they might have.
- °Answer these questions to tell what you did.

Was it easy to fill in this form? __________________________

Did you have to decide on anything new for your day care? ____

____

____

How long did it take to meet with or call parents? __________

____

Name ____________________

(Activity 6 continued)

What did parents say when you gave the information to them?

____

____

____

How did you share this kind of information before you used this form? ____

____

____

Was any of this information new to parents? ______________

Did you have any problems sharing this information? ________

If so, what were they? ____________________________

____

____

____

If you had any problems, how did you handle them? __________

____

____

____

Name ____________________

ACTIVITY 7: Day Care Insurance
(This activity is optional. You need to do it only if you are especially interested.)

Insurance for your day care cannot take the place of a safe home. But sometimes accidents do happen, and then, insurance can protect you. There are many different types of insurance. It's hard to choose the one you need unless you talk to insurance agents to see what they offer. Then you will know if the insurance they sell will meet your day care business needs.

What You Do (Part 1)

- °Talk with two local insurance agents to talk about insurance for home day care. Tell the agents that you are not there to buy insurance, but that you are doing a project for your day care course. (If it is easier, do this by telephone.)
- °Ask both agents these questions and write down their answers.

What kinds of insurance would be useful to a home day care provider?

Agent 1	Agent 2
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

How would each of these protect me?

____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Name ____________________

(Activity 7 continued)

Who would be covered?

	Agent 1	Agent 2
me?		
the children?		
my family?		
child's family?		
other visitors?		

What happens if some of the parents already have a policy?

What happens if the parents are there when an accident occurs? Who is responsible?

What happens if the accident is not my fault?

What if I'm not there but a substitute caregiver is watching the kids?

Name ____________________

(Activity 7 continued)

How much will your policy cost?

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Name ____________________

ACTIVITY 8: Thinking It Over

Now you are almost done with this unit. You can think about how your work went. The thoughts you will write down for this activity will let your instructor know more about how you are doing. Then both of you will be able to work better together.

What You Do

°Answer these questions.

What was the name of this unit? ______________________________

About how many hours did you take to do this unit? ____________

Which part or parts of the unit did you like the most?

____

Why? ____

____

____

Which part of the unit did you like the least?

____

Why? ____

____

____

Which part was hardest? ____________________________________

Why? ____

____

____

Name ____________________

(Activity 8 continued)

Which part was easiest? ________________________________

Why? ____

____

____

Was there anything in this unit that should be left out? ______

If so, which part? ________________________________

____

Is there anything that we should add to this unit? __________

If so, what? ________________________________

____

____

Did you have any problems? ____________________

If you did, what were they? ____________________

____

____

____

____

____

Is there anything else your instructor should know? __________

____

____

____

____

Record Sheet of Answers

Unit: "Day Care as a Small Business"

Student: ______________________________________

Instructor ____________________________________

QUIZ 1. Circle the answer chosen by student. Correct response is underlined.

Questions:	1-1	a	b	c
	1-2	a	b	c
	1-3	a	b	c
	1-4	a	b	c
	1-5	a	b	c
	1-6	a	b	c
	1-7	a	b	c
	1-8	a	b	c

QUIZ 2.

Questions:	2-1	a	b	c
	2-2	a	b	c

QUIZ 3.

Questions:	3-1	a	b	c
	3-2	a	b	c
	3-3	a	b	c
	3-4	a	b	c
	3-5	a	b	c

Record Sheet
Day Care as a Small Business

Student: ______________________

ACTIVITY 1. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ______________________

____

Check for numerical accuracy and for proper use of the forms. If student did not send forms, request them.

ACTIVITY 2. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ______________________

____

ACTIVITY 3. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ______________________

____

It is required that before having students do this activity you get the latest small business tax information. Write down the information you get and note the source. In the field test of this course, different instructors and students were all given different tax information from both the same and different sources, so be prepared for a variety of answers and try to make sure to check the information you get with more than one source.

Record Sheet
Day Care as a Small Business

Student: ______________________________

ACTIVITY 4. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ______________________________

____

ACTIVITY 5. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ______________________________

____

ACTIVITY 6. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ______________________________

____

ACTIVITY 7.

Place a check by appropriate statement.

student chose to do this activity ( )
student did not choose to do this activity ( )

If student did activity, place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ______________________________

____

Growth and Development

Primary Goal for This Unit

To give facts about how children grow from birth to five years and to give activities that children of these ages can enjoy and learn from.

Special Notes

Throughout this unit behaviors are given for certain ages that in other sources or the caregiver's own experiences might be said about a slightly different aged child. If there is confusion about this, remind the student that although children usually do things in the same order, the ages when they do things may vary somewhat. The statements in Activity 1 may not be in the everyday language of all caregivers but they are copied directly from the packet piece. This might help the caregiver learn some new terms for things she may know by another name.

Instructor's How-To

1. Read thoroughly both the packet and the study guide for this unit. Think about the responses you would make in completing the Work Pages.
2. Select and read any of the Instructor's Resources for Growth and Development, listed at the end of these directions, or use any of the more general resources listed in Section I.
3. Write your telephone number on the line provided in the study guide. This line is at the end of the section called "How Do You Finish the Unit?"
4. Send a unit package to each student. (See Section I for package contents).
5. Note on your Reference Chart the date you mailed this unit to each student.

6. Fill in the date of receipt on your Reference Chart as each student's completed unit comes in.

7. Read and comment on completed units, using the Growth and Development Record Sheet of Answers. Detach and save Activity 7, "Thinking It Over."

8. File in each student's folder:

    The Record Sheet of Answers
    Activity 7
    A copied sample of the student's work (optional)

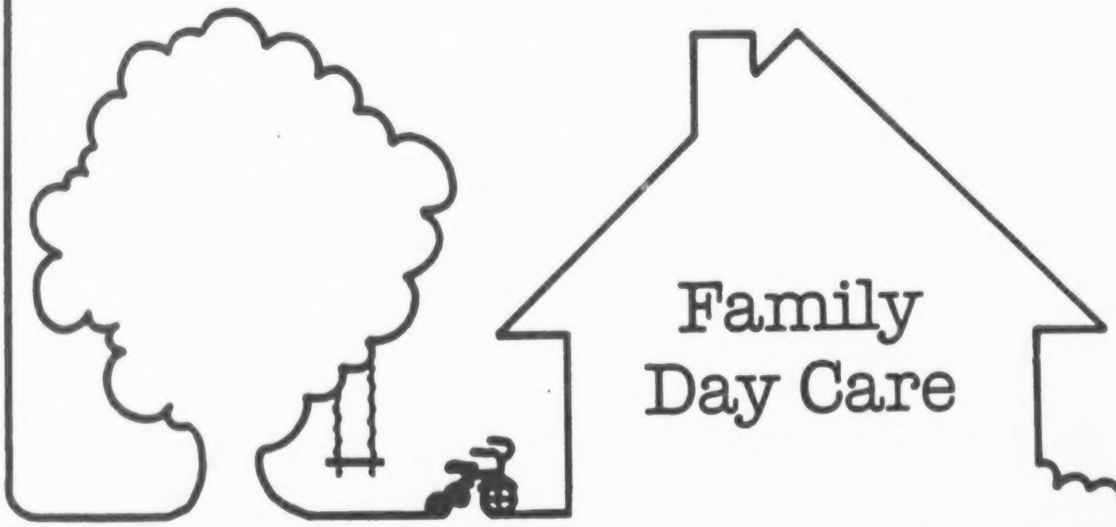
9. Return corrected Growth and Development Work Pages to each student, with the next unit. If you are requiring revisions, instruct the student to send revised Work Pages to you with the next completed unit.

10. Make a telephone call to any students whose units are late. Use Telephone Form B. File the Telephone Form in the student's folder. Note the call on your Reference Chart.

Instructor's Resources

1. Braga, L., and Braga, J. Learning and growing: A guide to child development. New Jersey: Prentice-Hall, 1975.
2. Brazelton, T.B. Infants and mothers: Differences in development. New York: Dell Publishing Co., 1969.
3. Brazelton, T.B. Toddlers and parents: A declaration of independence. New York: Dell Publishing Co., 1974.
4. Caplan, F. First twelve months of life. New York: Bantam Books, Inc., 1978.
5. Caplan, F., and Caplan, T. Second twelve months of life. New York: Bantam Books, Inc., 1980.
6. Highberger, R., and Schramm, C. Child development for day care workers. Boston, MA: Houghton Mifflin, 1976.
7. Leach P. Your baby and child from birth to age five. New York: Alfred A. Knopf, Inc., 1977.
8. Robertson, A., & Overstad, B. Infant-toddler growth and development. St. Paul, MN: Toys 'N Things Press, 1979.

Growth and Development


Family
Day Care

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University of North Carolina at Chapel Hill

Family Day Care Independent Study Course
Study Guide

GROWTH AND DEVELOPMENT

What is This Unit About?

When you know how children develop and what they do at different ages, it is easier to care for them lovingly and well. This unit gives you some facts about how children grow from birth to five years. It also shows you some ways to see how each child has his own speed for growing and learning. It gives activities that children of different ages enjoy and learn from. There are also some ideas for helping the children themselves see how people change as they reach different ages. As long as children keep growing you need to know new things about them. So this unit gives you more places and people to go to and ask as you need more information.

What Will You Learn?

When you are done with this unit, you will:

1. Have planned one developmentally correct learning activity to teach a child a new skill (Packet Pieces 2, 3, and 4).
2. Have involved one parent in watching her child's skills and talking about those skills with you (Packet Piece 5).
3. Know five skills children have at each of two different age levels (Packet Pieces 1, 2, and 5).
4. Be able to identify three activities suitable for each of two different age levels (Packet Piece 1, 2, and 4).
5. Have done one activity with children that will help them see how people change as they grow (Packet Piece 3).

How Do You Finish The Unit?

1. Read the letter to the caregiver, "Read This First," printed on the pocket of your packet folder.

2. Read Packet Piece 1, "Growth and Development." Do Quiz questions for Packet Piece 1. You will find the Quiz on Work Page 1 of this study guide.

3. Read Packet Piece 2. Do Quiz questions (Work Page 3) when you finish reading it.

4. Read Packet Pieces 3, 4, 5, and 6.

5. Do the Activities which follow the Quiz. They begin on Work Page 5.

6. When you have done the Quiz and all the Activities, send the Work Pages to your instructor.

7. Your instructor will read your Work Pages. Then you will get them back with a note telling you how you did.

8. When the Work Pages come back to you, read what your instructor has written and make any changes. If needed, send your pages back to your instructor again.

9. Add your Work Pages to your "Growth and Development" packet.

REMEMBER: If you have any problems when doing this unit, get in touch with your instructor. Your instructor wants to be of help in this learning experience. The telephone number is

____.

Name ____________________
Address ____________________
____
Phone ____________________

GROWTH AND DEVELOPMENT
QUIZ

What You Do

°Read Packet Piece 1, "Growth and Development."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. Children will play better and learn more when ______

____

____.

- they have lots of toys and games
- they have toys that match their age level
- they go to a day care center

2. Infants under 12 months ____________________

____.

- need activity and play for stimulation
- like playing with children their own age
- can control their motions well

3. Two year olds usually ____________________

____.

- cooperate well with others
- play a long time with a toy
- stumble and fall a lot

Name ____________________

4. To help many five year olds learn it's good to

____

____.

- let them play number games like lotto and dominoes
- let them watch lots of cartoons on TV
- make them read and write everyday

Name ____________________

What You Do

°Read Packet Piece 2, "Children, Children, Children."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. During the first year of life it is important that adults spend a lot of time ______________________________.

   - feeding the child snacks
   - talking to the child
   - putting the child to sleep

2. A one year old would probably find it difficult to ______________________________.

   - share a toy
   - hold a teddy bear
   - eat finger food

3. Temper tantrums in a two year old ______________________________.

   - should not be tolerated
   - are a part of the child's learning about himself
   - are a sign of a spoiled child

4. The three year old ______________________________.

   - has no imagination
   - can use crayons and paper
   - is never bossy

Name ____________________

5. The four year old ________________________________

____.

- often has a vivid imagination
- knows the difference between real and imaginary
- likes most to play alone

6. You might expect a five year old to ______________

____.

- be the loser in a game without minding it
- cross the street alone
- laugh at a joke

Name ____________________

ACTIVITIES

ACTIVITY 1: Stages and Abilities

As children grow they are able to do more things. If they have activities to match their new skills they will play more happily and learn faster. It is important, then, for adults to know what to expect kids to do in each stage of their development.

Below is a list of things that children will be doing from the time they are born until they are five years old. Most children will do each of these things at about the same age other children do them.

What You Do

- °Read the list of skills below. Then look at the list of ages on Work Page 6.
- °In the blanks beside each age, copy the skills you think a child will have. There will be two statements that will fit each age.
- °Look at Packet Piece 2 if you need help.

Speaks one or two words and understands what they mean.

Can talk about his needs, ideas, and questions.

Cooperates well in play with others.

Knows and says "me" and "mine".

Sits alone.

Dresses and feeds himself better.

Cuts on a line with scissors.

Likes simple short stories about animals.

Likes to pretend play she is a doctor or mother or other adult.

Walks steadily and runs a little.

Can identify a nickel, a penny, and a dime.

Likes to imitate.

Name ____________________

(Activity 1 continued)

Infant ____________________

____

____

____

1 year old ____________________

____

____

____

2 year old ____________________

____

____

____

3 year old ____________________

____

____

____

4 year old ____________________

____

____

____

5 year old ____________________

____

____

____

Name ____________________

ACTIVITY 2: Growing and Changing

Children notice differences in ages of people very early. Even a one year old will call another toddler "baby" and a grown man "Daddy". You can help children learn more about what people of different ages are like. Packet Piece 3, "Something for Children," gives you several ideas for doing this.

What You Do

°Read Packet Piece 3, "Something for Children."
°When you have read both sides of the card choose one of the activities to do with your children.
°Put a check (✓) beside the activity you plan to do.

SEE HOW I HAVE GROWN ( )
ALL CHILDREN GROW DIFFERENTLY ( )

°Below are two sets of questions, one for each activity. After you have done your chosen activity, answer the questions about it. Leave the other set blank.

Set I: SEE HOW I HAVE GROWN
(If you want to do this activity and have only one child, perhaps you could use pictures from your own family or friends.)

How many photo cards did you make? ____________________

What were the ages of the children in the pictures? ______

____

How did you use the cards? ____________________________

____

____

____

Name ____________________

(Activity 2 continued)

List one thing you said during the activity about growing.

____

____

List two questions you asked about the cards:

a. ____

____

b. ____

____

Tell one thing about growing or differences in ages that a child said during the activity that surprised you. ______

____

____

____

____

Do you think the children enjoyed the activity? _________

Tell what they did or said that makes you think so.

____

____

____

____

Name ____________________

(Activity 2 continued)

Set II: ALL CHILDREN GROW DIFFERENTLY

What were the ages of the children who did this activity with you? ________________________________

Check (✓) the ways the children helped.

- ( ) chose the right pictures
- ( ) cut out the pictures
- ( ) put paste on the pictures
- ( ) stuck the pictures on the cardboard

What materials did you collect for the activity? ________

____

____

Tell one new thing you think the children learned about babies. ________________________

____

____

How will you change the activity the next time you do it?

____

____

____

Work Page 9

Name ______________________

ACTIVITY 3: You and the Parent as an Observation Team

A child starts to learn to talk long before he can talk. In fact, talking begins when words are spoken to a child. The more a child is talked to, the better he will talk. At first his words don't sound like yours, but it's important to understand what he means the sound to be. Then you can respond, and that will make him want to talk more.

Talking, listening and responding are exciting, and most parents do this all the time without thinking about it. It is good for you and the parents to share words the child can say since each of you sees him only a part of the time. The more you both know about his language, the more you can enjoy it and help it to develop.

You as the care provider can take the responsibility for finding a time to talk to the parent about her child's language development.

What You Do

- °Read Packet Piece 5, "Something for Parents."
- °Choose one of your parents to do some special sharing with.
- °Set a time to talk with her about her child's language development.
- °Read Packet Piece 5 together. Decide on which side you will record. Then agree on a week (or whatever number of days is good for you both) when each of you will watch, listen carefully, and record the child's language.
- °Make a time at the end of those days to sit down and talk together. Share what you have recorded. Talk about how you each feel about the child's language progress and talk about how you can work together to help.
- °After the discussion answer the following questions.

Name ____________________

(Activity 3 continued)

Did you choose a child who was a "beginnning talker" or an "experienced talker?" ______________________________

List two things the parent noticed about the child's talking.

____

____

____

____

List two things you noticed about the child's talking.

____

____

____

____

Tell what you and the parent agreed to do to help the child's language development. ________________________________

____

____

____

____

Name ____________________

ACTIVITY 4: Planning for a New Skill

The first step in planning is deciding what the situation is now. When planning activities for children, you need first to know what they are already doing. Packet Piece 4 explains a simple way for observing a child to see what new things he might be ready to learn.

What You Do

- °Read Packet Piece 4, "Something for Yourself." Decide on a day to watch one particular child. At the end of the day, answer the questions in the blocks on Packet Piece 4.
- °If you have difficulty deciding how to answer questions B or C, go back to Packet Pieces 1 and 2. Look to see if you're expecting the right things for that age. Look back at a younger age and ahead to the next age. See if there is a skill listed that looks right for this child. See if one of the suggested activities for this skill is right for your situation.
- °Think about it for a day or so, as is suggested, if you need to.
- °When you have decided on an activity, collect the things you need and try it out with the child.
- °Complete the following lines to report on the experience.

I observed a child who was __________years old.

The skill s/he did well was ____________________________

____

____.

The skill I thought s/he was ready to learn was ________

____

____.

Name ____________________

(Activity 4 continued)

This skill is listed in my packet as appropriate for

___________ year olds.

The new activity I chose for the child was _____________

____

____.

The first time we did it I felt ______________________

____

____.

When we do it again I plan to ________________________

____

____

____.

Name ____________________

ACTIVITY 5: Sending for Information

It is not always easy to get away from the house to find new information and help when you care for children. Sometimes you can send for free or inexpensive pamphlets that will help you in your job. If you can get away, you will find lots of helpful information at your local library.

What You Do

°Look at the books and pamphlets listed on Packet Piece 6, "When You Want To Know More."
°Choose one thing you would like to look at or have.
°Send for the thing you chose, or find it in your public library.
°Look at the book or pamphlet.

What book or pamphlet did you choose to look at? ________

____

Where did you get it?

____

How long did it take you?

____

Did you find any helpful information in the book or pamphlet?

____

____

Name ____________________

ACTIVITY 6: Finding Books or Magazines for Resources

Public libraries are good sources for books about how children grow. But printed information is available many other places too. You can trade books or magazine articles with friends or sometimes borrow information from church or school libraries. When you go to the supermarket or department store, there are paperbacks that you can buy for only a few dollars. Governments and businesses print pamphlets about growing children which are often free.

What You Do (Part 1)

- °Choose one week (from Saturday to Saturday or whatever seven day span is best for you) and look around all the places you go for something printed about how children grow.
- °Keep a pencil and paper with you to note the names and authors of some of the things you see.
- °At the end of the week complete the survey below by checking or writing in.

I discovered printed material about how children grow

and develop at the following places:

library ___
doctor's office ___
church ___
supermarket ___

health clinic ___
Ag. extension office ___
a friend's house ___
drug store ___

dentist office ___
school ___
in my mail ___
other ____________
where

Two places I found free materials on child growth were

__________________________ , __________________________.

Two places I found to buy child development information

were ________________________, __________________________.

Two places I found to borrow information were __________

________________________, ____________________________.

Name ____________________

(Activity 6 continued)

What You Do (Part 2)

- °Choose one of the printed materials you found in your survey to read for your own information.
- °Then complete these questions. (If you choose a book, it is not necessary to read the whole book before you answer the questions. Just pick one section to read for this assignment.)

What kind of material did you choose? ____________________

____.
(book, article, etc.)

What was the name ______________________________________

and author ______________________________ of your choice?

Briefly tell two new things you learned from reading this.

____

____

____

____

Name ____________________

ACTIVITY 7: Thinking It Over

Now you are almost done with this unit. You can think about how your work went. The thoughts you will write down for this activity will let your instructor know more about how you are doing. Then both of you will be able to work better together.

What You Do

°Answer these questions.

What was the name of this unit? ______________________________

About how many hours did you take to do this unit? ____________

Which part or parts of the unit did you like the most?

____

Why? ____

____

____

Which part of the unit did you like the least?

____

Why? ____

____

____

Which part was hardest? _____________________________________

Why? ____

____

____

Name ____________________

(Activity 7 continued)

Which part was easiest? ______________________________

Why? ______________________________

Was there anything in this unit that should be left out? ______

If so, which part? ______________________________

Is there anything that we should add to this unit? ________

If so, what? ______________________________

Did you have any problems? ______________________________

If you did, what were they? ______________________________

Is there anything else your instructor should know? ________

Record Sheet of Answers

Unit: "Growth and Development"

Student: ______________________________

Instructor ______________________________

QUIZ 1. Circle the answer chosen by student. Correct response is underlined.

Questions:	1-1	a	b	c
	1-2	a	b	c
	1-3	a	b	c
	1-4	a	b	c

QUIZ 2.

Questions:	2-1	a	b	c
	2-2	a	b	c
	2-3	a	b	c
	2-4	a	b	c
	2-5	a	b	c
	2-6	a	b	c

ACTIVITY 1. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ______________________________

____

Record Sheet
Growth and Development cont.

Student: ______________________________

Activity 1 cont.

infant	Sits alone. Speaks one or two words and understands what they mean.
1 yr. old	Walks steadily and runs a little. Knows and says "me" and "mine".
2 yr. old	Likes to imitate. Likes simple short stories about animals.
3 yr. old	Much more successful at feeding and dressing himself. Can talk about his needs, ideas and questions.
4 yr. old	Likes to pretend play she is a doctor or mother or other adult. Cuts on a line with scissors.
5 yr. old	Can identify a nickel, penny and dime. Cooperates well in play with others.

ACTIVITY 2. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

ACTIVITY 3. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

ACTIVITY 4. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Record Sheet
Growth and Development cont.

Student: ______________________________

ACTIVITY 5. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

ACTIVITY 6. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

Space to Play and Learn

Primary Goal for This Unit

To help caregivers consider and try a variety of home arrangement ideas in an attempt to meet some of the needs children have in family day care.

Special Notes

Family day care settings vary significantly from home to home. Each caregiver tries to meet the play and learning needs of children in different ways, and with different levels of success. In this unit, your job as instructor is to use your responses as a means to expanding the caregiver's present view of her home. The work required in the activities will get her started on this. It is up to you to take the student one step further by being positive about the ideas she has tried, and by suggesting additional ideas to encourage continued work on this area. It is especially suggested that instructors with no prior family day care experience visit two or more day care homes before having students begin work on this unit.

Instructor's How-To

1. Read thoroughly both the packet and the study guide for this unit. Think about the responses you would make in completing the Work Pages.
2. Select and read any of the Instructor's Resources for Space to Play and Learn, listed at the end of these directions, or use any of the more general resources listed in Section I.
3. Write your telephone number on the line provided in the study guide. This line is at the end of the section called "How Do You Finish the Unit?"
4. Send a unit package to each student. (See Section I for package contents).
5. Note on your Reference Chart the date you mailed this unit to each student.

6. Fill in the date of receipt on your Reference Chart as each student's completed unit comes in.

7. Read and comment on completed units, using the Space to Play and Learn Record Sheet of Answers. Detach and save Activity 9, "Thinking It Over."

8. File in each student's folder:

   The Record Sheet of Answers
   Activity 9
   A copied sample of the student's work (optional)

9. Return corrected Space to Play and Learn Work Pages to each student, with the next unit. If you are requiring revisions, instruct the student to send revised Work Pages to you with the next completed unit.

10. Make a telephone call to any student whose unit is late. Use Telephone Form B. File the Telephone Form in the student's folder. Note the call on your Reference Chart.

Instructor's Resources

1. Harms, T. and Cross, L. Environmental Provisions in Day Care. Chapel Hill, NC: Frank Porter Graham Child Development Center, 1977.

   Discusses day care center environments in relationship to children's needs. Most of the content is applicable to day care homes.

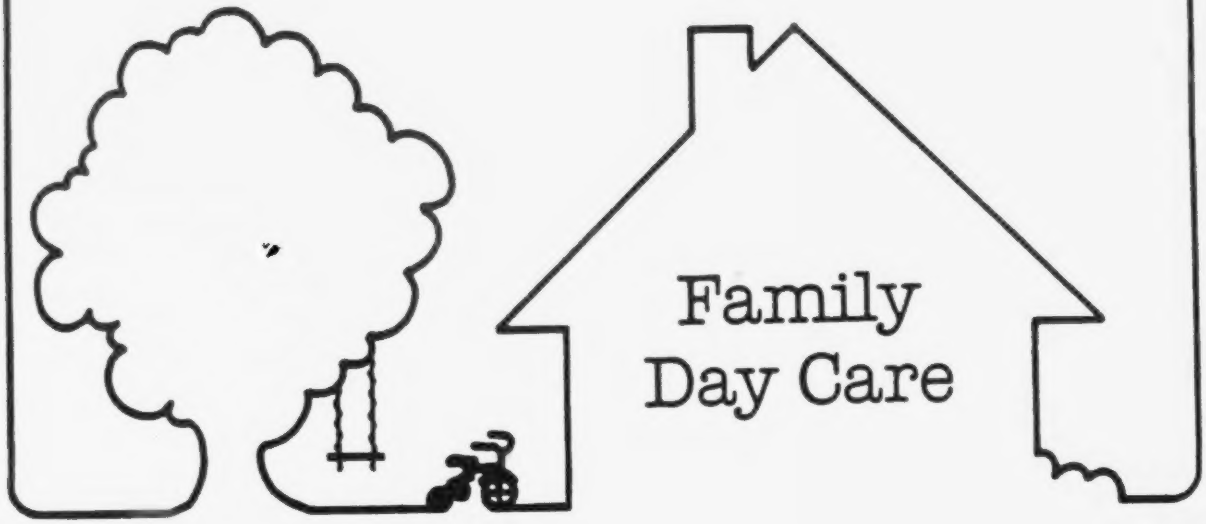
2. Harms, T., Clifford, R.M. Family Day Care Rating Scale. Chapel Hill, NC: Frank Porter Graham Child Development Center, 1982.

   A 32 item adaptation of the Early Childhood Environment Rating Scale. Can be used for self-evaluation by the caregiver or by supervisors and trainees.

3. Sanoff, H. Planning Outdoor Play. Atlanta, GA: Humanics Limited, 1982.

   Includes many outdoor environment ideas, many of which can be used in homes. Uses clear drawings to illustrate ideas.

Space to Play and Learn


Family
Day Care

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University of North Carolina at Chapel Hill

Family Day Care Independent Study Course
Study Guide

SPACE TO PLAY AND LEARN

What Is This Unit About?

This unit will help you set up your home to meet your own needs, the children's, and your family's. In it you will find ideas used by other caregivers and have a chance to try them out. You will think about children's needs and look at your own home to see how, or if, those needs are met. The quality of child care in your home depends a lot on how your home is set up or organized. This unit will help you set up for high quality day care.

What Will You Learn?

When you are done with this unit you will:

1. Have provided one activity for children to help them learn about daily life in a home.
2. Have tried out at least two new ideas for setting up your home to make it a better place for children to play and learn.
3. Have made and tried out one activity box.
4. Have looked at space in a home and considered how space arrangement affects how children behave and learn.
5. Have looked to see how well the set-up of your home meets some of children's needs.

How Do You Finish The Unit?

1. Read the letter to the caregiver, "Read This First," printed on the pocket of your packet folder.

2. Read Packet Piece 1. Do Quiz questions for Packet Piece 1. You will find the Quiz on Work Page 1 of this study guide.

3. Read Packet Pieces 2 and 3. Do Quiz questions when you finish each one.

4. Read Packet Pieces 4, 5, 6, and 7.

5. Do the Activities which follow the Quiz. They begin on Work Page 5.

6. When you have done the Quiz and all the Activities, send the Work Pages to your instructor.

7. Your instructor will read your Work Pages. Then you will get them back with a note telling you how you did.

8. When the Work Pages come back to you read what your instructor has written and make any changes. If needed, send your pages back to your instructor again.

9. Add your Work Pages to your "Space to Play and Learn" packet.

REMEMBER: If you have any problems when doing this unit, get in touch with your instructor. Your instructor wants to be of help in this learning experience. The telephone number is

______________________________________.

Name ______________________
Address ______________________
____
____
Phone ______________________

SPACE TO PLAY AND LEARN
QUIZ

What You Do

°Read Packet Piece 1, "Space to Play and Learn."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. The first step in setting up a home for child care is _____

____

____.

- buy toys for the children to play with
- think about what you have to work with
- make places for children to keep their own things

2. If your space for kids is small, you should ____________

____

____.

- keep children from moving around much
- squeeze as much as you can into the space
- take only a few toys out at a time

3. A soft pillow in a corner with books might help fill a child's need for ________________________________

____.

- noisy play with lots of friends
- a place to relax and be alone
- a place to eat a snack

Name ____________________

4. Messy play, like painting, or playing with sand, should

____.

- be anywhere that's easy to clean up
- always be outside
- never be in a home with toddlers

5. If you don't have a good yard for kids to move around in,

you should ____

____.

- take kids on walks often
- keep them inside
- only care for babies, who don't need to go outside.

Name ____________________

What You Do

°Read Packet Piece 2, "Outdoor Fun With Homemade Toys."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. Children need to get outside ____________________

____.

- on warm sunny days
- everyday, no matter what the weather is like
- at least twice a week

2. Climbing equipment is safer when under it is ____________

____.

- gravel
- cement
- sand or wood chips

3. A sand box should be ____________________

____.

- made of wood, with seats
- big enough for four kids to play at once
- covered when not being used

Work Page 3

Name ____________________

What You Do

°Read Packet Piece 3, "Activity Boxes."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. An activity box is ____
____.

- a space and time saving idea
- expensive to make
- only used with older kids

2. One thing you could probably put into an activity box for playing hospital is ______________________________
____.

- boxes or packages from familiar foods
- a book on firefighters
- bandaids

Name ____________________

ACTIVITIES

ACTIVITY 1: Make an Activity Box

Storing and organizing the many things that children use to play and learn can be a problem. One way to solve this problem is by using Activity Boxes in which you put all the things needed for an activity. You can store the boxes in a closet, under a bed, or wherever they are out of the way. Then you take out one or more when you need to add special interest to the every day things kids do with you.

What You Do

°Look through Packet Piece 3, "Activity Boxes."

°Make one activity box. Use one of the ideas in Packet Piece 3 or think of your own.

°Try out the Activity Box with the children in your care. Make sure to:

- get children ready by talking to them about the things in the box
- talk about how the things might be used (the kids may have ideas of their own, too.)
- if needed, say how many children can play with the box at one time
- talk about putting things back in the box when play is done

°Answer these questions to tell what you did.

What Activity Box did you make? ____________________

What did you put into it? ____________________

____

____

What did the children do when playing with the things in the box? ____________________

____

____

____

Name ____________________

(Activity 1 continued)

Did the children help put things away after play? ______

____

Will you make and use activity boxes again? __________

Why or why not? ______________________________

____

____

____

Name ______________________

ACTIVITY 2: Help Children Learn About Life at Home

In their first years, children spend much time learning to know about things that go on in their daily lives - in their homes or yours. Caregivers and parents can help with this learning by talking to children about the things kids experience every day. Adults can also let children practice what they have learned by reading books, looking at pictures, and doing activities with children that are about every day things. Once children have a strong understanding of life at home, it is easier for them to learn about things outside of the home.

What You Do

°Read Packet Piece 4 "Something for Children."
°Choose one of the activities on the card and do it with the kids in your care.
°Answer these questions to tell about what you did.

Which activity did you choose to do? ______________________

____

Tell about what you and the children did.

Where: ____

____

When: ____

____

What things you used or looked at: ____________________

____

____

Name ____________________

(Activity 2 continued)

Were there any problems? ____________________

If yes, what were they? ____________________

____

____

Have you ever done this same activity with kids before?

____

Work Page 8

Name ____________________

ACTIVITY 3: New Home Arrangement Ideas

New ideas for setting up your home for children to play and learn are easy to find once you start looking. Some things you see may not be right for your home, while others may be perfect. It's important for you to keep an eye open for new ideas and consider how they would work in your home. Your growth as a professional child care provider depends on this.

What You Do

°Read Packet Piece 7, "When You Want To Know More."
°Choose one of the ways listed on Packet Piece 7 to get new ideas and send for the information or make a visit.

OR

°Hand out to parents Packet Piece 6 "Something for Parents." Talk with parents to get a new idea.
°Answer these questions to tell about what you did.

What did you do to get some new ideas? ____________

____

____

List two new ideas you got.

1. ______________________________

____

2. ______________________________

____

Will you try out these ideas? ____________

Why or why not? ____________________

____

____

____

Name ______________________

ACTIVITY 4: Using Indoor Spaces

The children you care for have basic needs. You can use different rooms in your home to meet these needs. For example, one caregiver might have messy art activities in the kitchen, while another may use the living room. Or one caregiver may have kids sleep in different bedrooms, while another may have all the cots in the living room. Whatever you do, you can enrich your child care program by thinking about how you use the rooms in your home and by trying out new ideas to make better use of these spaces. You do not have to use all the spaces in your home for child care, however. You and your family have a need for private spaces in your home, too.

What You Do (Part 1)

°Think about your home and how you use it in child care.

°Answer these questions as you think about each room. If you do not have one of these rooms in your home, just write "not in my home" and skip that area. Or if you save a room for just you and your family, then tell about that.

Kitchen

What are some ways you use this room for child care?

____

____

____

Name ____________________

(Activity 4 continued)

Living Room

What are some ways you use this room for child care?

____

____

____

Bathroom

What are some ways you use this room for child care?

____

____

____

Bedroom (or rooms)

What are some ways you use this room for child care?

____

____

____

Other Room or Area (tell what it is, for example,
basement, porch)

What are some ways you use this space for child care?

____

____

____

Name ____________________

(Activity 4 continued)

What You Do (Part 2)

°Think of one new activity you could do with children in one room of your home.
°Try out this idea.
°Answer these questions to tell about what you did.

In what room did you try out the activity? ________________

____

What activity did you try? ______________________________

____

____

____

____

How did it work? ____

____

____

Would you try it again? __________________________________

Why or why not? ____

____

____

____

____

Name ____________________

ACTIVITY 5: Using Outdoor Spaces

All children, even babies, need to have an outdoor time every day. Different caregivers handle this need differently, depending on their settings. Caregivers in a house may have a yard, while caregivers in apartments may use a common play area or park for outdoor play. Whatever space you have, try to help kids get the most out of the time they spend outdoors. Packet Piece 2, "Outdoor Fun with Homemade Toys," gives some tips on doing this.

What You Do (Part 1)

°Look at Packet Piece 2, "Outdoor Fun with Homemade Toys."
°Answer these questions about your outdoor space.

Where is the outdoor space you use? ____________________

____

How often do you and the children use it? ____________________

____

How do you handle outdoor times when the weather is very hot?

____

____

____

How do you handle outdoor times when the weather is cold?

____

____

____

How do children know where they are and are not allowed

to go outdoors? ____________________

____

____

Name ____________________

Activity 5 continued)

What things are there to do outdoors for every child in your care, even babies? ____________________

What quiet things can kids do outside? ____________________

What active things can kids do outside? ____________________

How is your outdoor play space safe for children? ________

How do you handle outdoor times during bad weather? ______

How else do you, or could you, give kids chances to be outdoors? ____________________

Name ____________________

(Activity 5 continued)

What You Do (Part 2)

°Choose one of the ideas in "Outdoor Fun With Homemade Toys," or think of a new outdoor idea of your own.
°Try out the idea in your outdoor area.
°Answer these questions to tell what you did.

What idea did you try out? ____________________________

____

____

____

How did the kids like it? ____________________________

____

____

Were there any problems ______________________________

Will you use it again? _______________________________

Had you ever tried it before this time? ________________

Name ____________________

ACTIVITY 6: Solve a Space Problem

Some of the problem times caregivers have with kids can be solved by working with the spaces children use in the home. There will be less noisy running or fighting if a big, open space is divided with furniture and toys. Children may work better at quiet activities when you provide small, quiet areas. Clean up is much easier when children can see pictures on boxes or shelves which clearly tell where things go. Coats, or washcloths don't end up on the floor so often when each child has his own special hang-up place that he can reach. There are lots of little tricks in setting up a home to make life with children run more smoothly. You'll find some ideas in this packet. Be on the look-out for more.

What You Do

- °Read this story about Mary Caregiver. Look at the "Furnished Room Plan" as you read. You will find it on the next Work Page.
- °Make up a new room plan for Mary. Use the "Furniture Cut-Outs" (Work Page 19) and fit them into the "Empty Room Plan" (Work Page 18). Use tape, glue, or trace around the furnishings to show where you would put them.
- °On Work Page 20 write why you put things where you did.

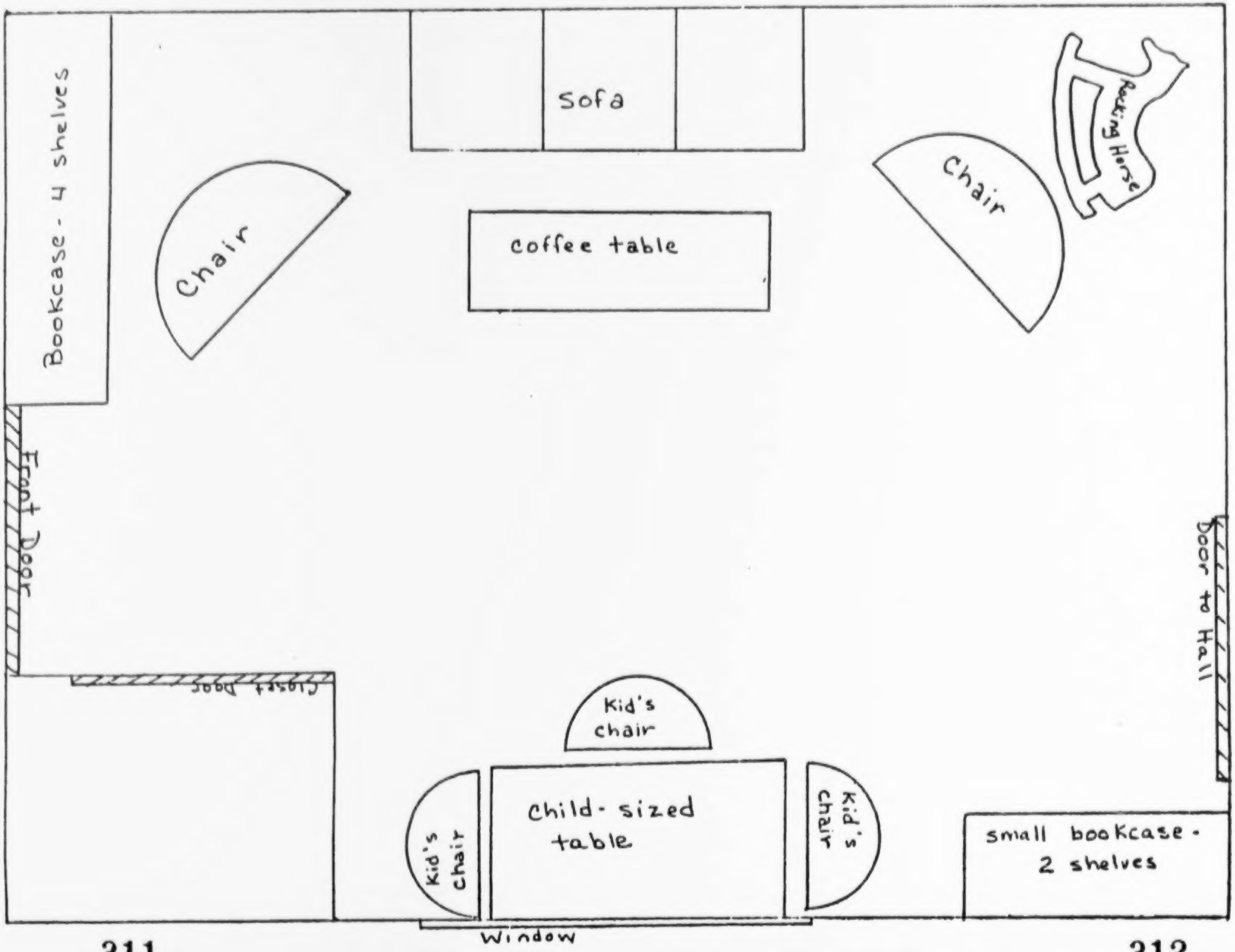
* * * * * * * * * * *

Mary Caregiver uses her living room as the main play space for the children in her care. She set up her living room with the kids in mind. First, she made sure it was a safe place--she put away breakables, put her houseplants up high, and covered electric outlets. She bought a small bookcase and a child-sized table with three chairs. She added a rocking horse for kids to ride. And she cleaned out a bedroom closet to store the toys--blocks, puzzles, Lego bricks, art materials, dolls, and animals.

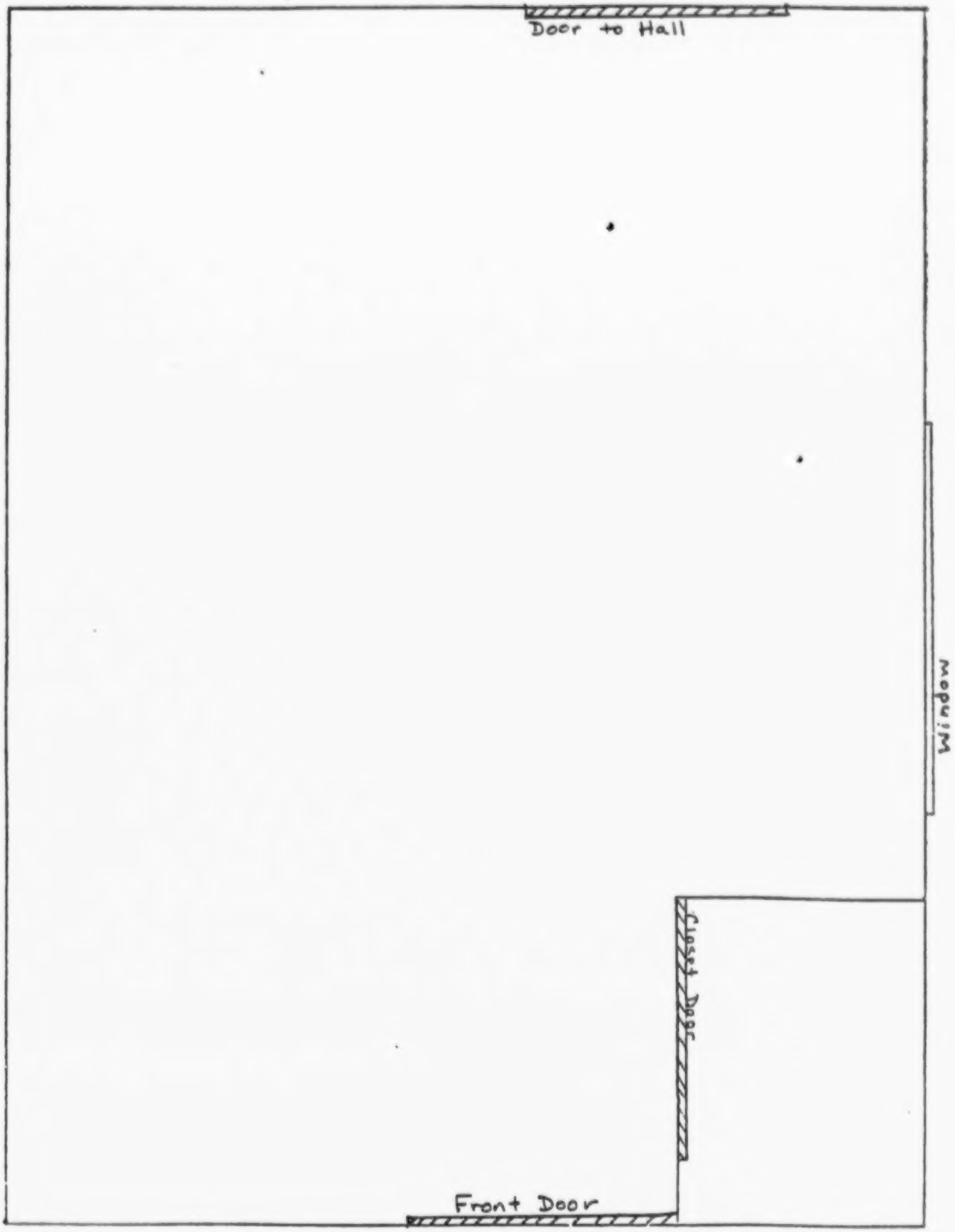
But things aren't going as well as she wants them to go. Jimmy and Danny always run too much. The block buildings that the kids make always get knocked down. Children never seem to finish games or art projects on the child-sized table. The puzzle pieces always end up in the crayon can or on the floor. no one reads the books in the small bookcase. Emma, the baby, is always underfoot. And when the kids are finally gone, it takes Mary Caregiver forever to clean up the mess and get the toys back into the bedroom closet.

How can Mary make this a better place for kids? She is willing to move anything and use everything in her living room.

Work Page 17

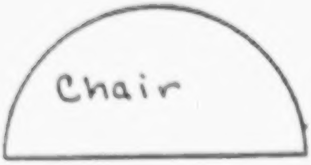

Bookcase - 4 shelves
Sofa
Chair
coffee table
Chair
Rocking Horse
Front Door
Door to Hall
Closet Door
Kid's chair
Kid's chair
Child-sized table
Kid's chair
small bookcase - 2 shelves
Window

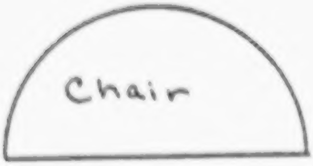
Furnished Room Plan

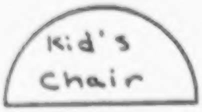

Door to Hall
Window
Closet Door
Front Door

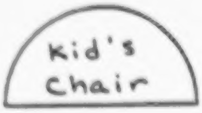
Work Page 18

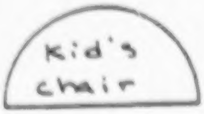
Empty Room Plan

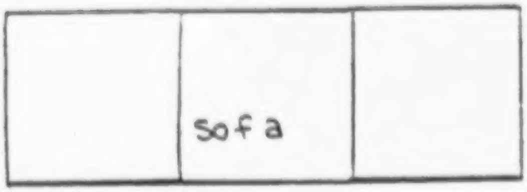


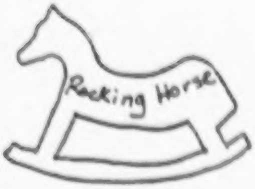


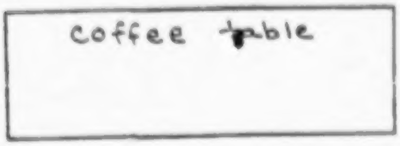


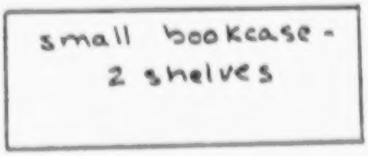


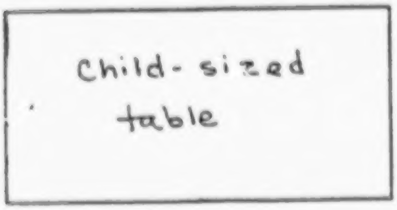


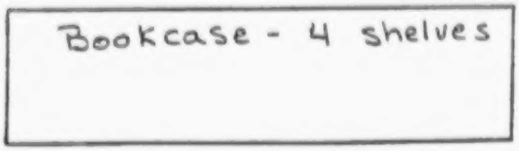



Rocking Horse


coffee table


small bookcase -
2 shelves


Child-sized
table


Bookcase - 4 shelves

Furniture Cut-Outs

Name ____________________

(Activity 6 continued)

Why I Put Things Where I Did

Sofa ____________________

____

2 Adult Chairs ____________________

____

3 Children's Chairs ____________________

____

Coffee Table ____________________

____

Child-sized Table ____________________

____

Small Bookcase ____________________

____

Bookcase - 4 shelves ____________________

____

Rocking Horse ____________________

____

Name ______________________

ACTIVITY 7: Helping Children Learn in Your Home

The way you set up your home for children not only affects their behavior, but also affects what and how much children learn. It's easier for a child to learn to hang up her coat when she has her own hook that she can reach. A child can learn to read some words when he sees picture/word labels on the toys he uses. A toddler can learn to feed herself when eating things are child-sized and easy to handle. There are some ideas in this packet for helping children learn in your home. Think about them, to see if you might try them out.

What You Do

°Choose one idea or skill you want to help a child learn. (For example, hanging up a coat.)
°Make one change in your home set-up to help the child learn this skill or idea. (For example, put up a hook the child can reach.)
°Answer these questions to tell what you did.

How old is the child? ________________________________

What idea or skill did you want the child to learn? ______

____

____

What did you do to your home set-up to help the child learn

this? ____

____

____

Do you think the child learned what you wanted?__________

Why or why not? ____

____

____

____

Name ____________________

ACTIVITY 8: Thinking It Over

Now you are almost done with this unit. You can think about how your work went. The thoughts you will write down for this activity will let your instructor know more about how you are doing. Then both of you will be able to work better together.

What You Do

°Answer these questions.

What was the name of this unit? ______________________________

About how many hours did you take to do this unit? ____________

Which part or parts of the unit did you like the most?

____

Why? ____

____

____

Which part of the unit did you like the least?

____

Why? ____

____

____

Which part was hardest? ______________________________________

Why? ____

____

____

Name ____________________

(Activity 8 continued)

Which part was easiest? ________________________________

Why? ____

____

____

Was there anything in this unit that should be left out? ______

If so, which part? ____________________________________

____

Is there anything that we should add to this unit? __________

If so, what? ____

____

____

Did you have any problems? _____________________________

If you did, what were they? _____________________________

____

____

____

____

____

Is there anything else your instructor should know? __________

____

____

____

____

Record Sheet of Answers

Unit: "Space to Play and Learn"

Student: ______________________________

Instructor ______________________________

QUIZ 1. Circle the answer chosen by student. Correct response is underlined.

Questions:	1-1	a	*b*	c
	1-2	a	b	*c*
	1-3	a	*b*	c
	1-4	*a*	b	c
	1-5	*a*	b	c

QUIZ 2.

Questions:	2-1	a	*b*	c
	2-2	a	b	*c*
	2-3	a	b	*c*

QUIZ 3.

Questions:	3-1	*a*	b	c
	3-2	a	b	*c*

ACTIVITY 1. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ______________________________

____

Record Sheet
Space to Play and Learn cont.

Student: ______________________________

ACTIVITY 2. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

Urge students who care only for babies to do the activity, "Getting To Know the Day Care Place."

ACTIVITY 3. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

Use this activity to reinforce the caregiver's looking beyond her home to get new ideas. Some caregivers may have difficulty with this.

ACTIVITY 4. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

Try to increase the number of activities caregivers do with children by suggesting other things they might do in each area. For example, if children only eat meals or snacks in the kitchen, suggest cooking, painting, or water play for that area, and add that meals are fun outside, too.

Record Sheet
Space to Play and Learn cont.

Student: ______________________________

ACTIVITY 5. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Emphasize that children need lots of safe outdoor activity everyday. For caregivers who say they take children out when the weather is "good", or when children do not have "colds", remind them that it is healthful for children to play outside when warmly dressed. In the summer, children should be allowed to play outdoors in the cooler parts of the day (e.g., early morning).

ACTIVITY 6. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

The main goal of this activity is to give students an opportunity to consider alternatives in arranging their own homes for child care. There is no one correct answer in arranging the room, but look for some, or all, of these:

a. a quiet place for children to read books, play quiet games, do art projects;

b. a space where blocks can be used without being knocked over;

c. a place where the rocking horse can be used but doesn't interfere with other play;

d. clear pathway to both doors;

e. less open space for "rough and tumble" play;

f. use of low shelves on bookcases;

g. use of furniture to create different areas for different things;

h. use of living room closet for storage.

Record Sheet Student: ______________________________
Space to Play and Learn cont.

ACTIVITY 7. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

Check for age appropriate goals for the child. Check to insure that the action the student takes to help the child learn matches the learning goal.

One Land: Many Cultures

Primary Goal for This Unit

To help the caregiver provide a setting and activities which allow children to understand, accept, and enjoy people of all cultures.

Special Notes

When responding to students' work on this unit, it is especially important for you to make suggestions that encourage students to continue their efforts in the area of cultural awareness. This requires you to be familiar with a broad range of cultural traditions and representations. It is recommended that you make use of the resources listed on Packet Piece 8, "When you Want to Know More" and the "Instructor's Resources."

Instructor's How-To

1. Read thoroughly both the packet and the study guide for this unit. Think about the responses you would make in completing the Work Pages.
2. Select and read any of the Instructor's Resources for One Land: Many Cultures, listed at the end of these directions, or use any of the more general resources listed in Section I.
3. Write your telephone number on the line provided in the study guide. This line is at the end of the section called "How Do You Finish the Unit?"
4. Send a unit package to each student. (See Section I for package contents).
5. Note on your Reference Chart the date you mailed this unit to each student.

6. Fill in the date of receipt on your Reference Chart as each student's completed unit comes in.

7. Read and comment on completed units, using the One Land: Many Cultures Record Sheet of Answers. Detach and save Activity 8, "Thinking It Over."

8. File in each student's folder:

    The Record Sheet of Answers
    Activity 8
    A copied sample of the student's work (optional)

9. Return corrected One Land: Many Cultures Work Pages to each student with the next unit. If you are requiring revisions, instruct the student to send revised Work Pages to you with the next completed unit.

10. Make a telephone call to any student whose unit is late. Use Telephone Form B. File the Telephone Form in the student's folder. Note the call on your Reference Chart.

Instructor's Resources

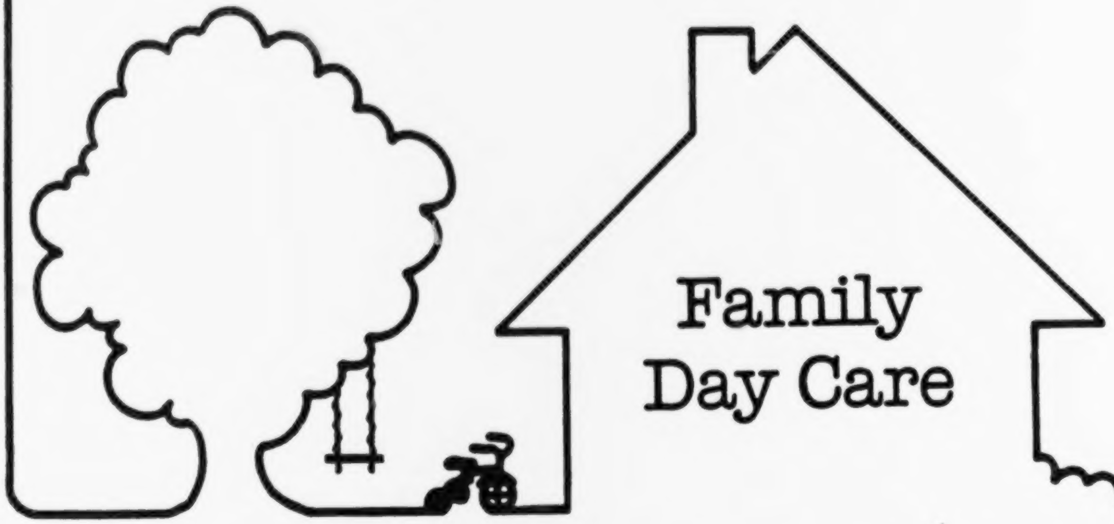
1. McNeill, E., Allen, J., & Schmidt, V. Cultural awareness for young children. Dallas, TX: The Learning Tree, 1981.

   Preschool activities in food, games, art, dance, and daily living from many cultures. Learning-by-doing approach to gaining respect and understanding of Asian, Black, "Cowboy," Eskimo, Mexican, and Native Americn cultures.

2. Tips on the Care and Adjustment of Vietnamese and Other Asian Children in the United States. Washington, D.C.: US Dept. of Health, Education and Welfare, Office of Human Development, Children's Bureau, 1975 [DHEW Pub. No. (OHD) 76-30072].

   Excellent booklet tells about special needs of Asian children in America.

One Land: Many Cultures


Family
Day Care

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University of North Carolina at Chapel Hill

Family Day Care Independent Study Course
Study Guide

ONE LAND: MANY CULTURES

What Is This Unit About?

This unit will help you teach children about their own cultures and the cultures of others. As you work on the unit, you will see the importance of respecting many cultures plus your own. You will find out many ways that you can give even the youngest children information and understanding to help them get along with others as they grow. Good caregivers plan and work to ready children for life outside of the home. This unit will help you with one part of this.

What Will You Learn?

When you are done with this unit, you will:

1. Have read about how you affect the way children feel about others.
2. Have looked at your home to see if it is set up for helping children learn to accept themselves and others.
3. Have found out about traditions which are special to the family of each child in your care.
4. Have done at least two activities with children to help them learn about how different people do different things.

How Do You Finish The Unit?

SPECIAL NOTE: In this unit you can make a choice about some of the activities you want to do. Make sure you read carefully to find out which ones you must do and which ones you can choose to do.

1. Read the letter to the caregiver, "Read This First," printed on the pocket of your packet folder.
2. Read Packet Piece 1, "One Land: Many Cultures." Do Quiz questions for Packet Piece 1. You will find the Quiz on Work Page 1 of this study guide.
3. Read Packet Pieces 2, 3 and 4. Do Quiz questions when you finish each one.
4. Read Packet Pieces 5, 6, 7, and 8.
5. Complete the Activities which follow the Quiz. They begin on Work Page 4. You must do Activities 1 and 2. You can choose to do any 3 of Activities 3, 4, 5 6, and 7.
6. When you have completed the Quiz and all the Activities, send all the Work Pages plus Packet Piece 6 , "Something for Yourself," to your instructor.
7. Your instructor will read your Work Pages and Packet Piece 6 . Then you will get them back with a note telling you how you did.
8. When the Work Pages and Packet Piece 6 come back to you, read what your instructor has written and make any changes. If needed, send your pages back to your instructor again.
9. Add your Work Pages to your "One Land: Many Cultures" packet.

REMEMBER: If you have any problems when doing this unit, get in touch with your instructor. Your instructor wants to be of help in this learning experience. The telephone number is

______________________________________.

Name ____________________
Address ____________________
____
____
Phone ____________________

ONE LAND: MANY CULTURES
QUIZ

What You Do

°Read Packet Piece 1, "One Land: Many Cultures."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. People in the U.S.A. ____________________

____________________.

- come from all over the world
- are either Black or White
- have all lived here many years

2. If all the kids in your care are of one background, then

____

____________________.

- you only need toys and activities that show their culture
- you still need toys and activities which show many cultures
- you only need toys and activities that show your own culture

3. Children learn most about getting along with others

by ____________________

____________________.

- listening to what you tell them to do
- watching you and parents get along with others
- reading a book about being nice to others

Name ____________________

What You Do

°Read Packet Piece 2, "Books About Many Cultures."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. A book on this list about a young Polish girl is ________

____.

- The Way to Start a Day
- The Birthday Visitor
- The Hundred Dresses

2. A book on this list which might help a four year old learn about an Eskimo child is ______________________________

____.

- On Mother's Lap
- All Us Come Cross the Water
- Little Blue and Little Yellow

Work Page 2

Name ____________________

What You Do

°Read Packet Piece 3, "People in the United States."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. You are likely to find many Spanish-speaking children in

____.

- the city, only
- the city and country
- the south-west, only

2. Most Vietnamese children ______________________

____.

- are in the U.S. with parents who have fled war
- do not speak English
- have been in the U.S. only 1 or 2 years

What You Do

°Read Packet Piece 4, "Children Learn What They Live."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. According to this packet piece, if a child lives with

friendship, he will learn to ______________________

____.

- fight
- be shy
- love

Name ____________________

A C T I V I T I E S

Special Note:	You must do activities 1 and 2. You can choose to do any 3 of Activities 3, 4, 5, 6, & 7. (You must do 3 of them.)

ACTIVITY 1: What Does Your Home Tell Children? (You must do this one.)

The things you have in your home can tell children about many of the things you believe. When you have dolls, pictures, books, music, and foods of your own culture and other cultures, you are making sure that children have a chance to see that you respect and enjoy many different people. You can carefully plan the things children see and use in your home. This will help you make sure that children learn the ideas they will need to get along with others as they grow up.

What You Do (Part 1)

- °Think about the things children see and use in your home.
- °Answer these questions as you think.

Children's Books

Do you have books for children to use in your home? __________

If yes, do they show or talk about people from more than one culture? ____________

If yes, what are the names of two of those books? __________

____

____

Name ____________________

Dolls, Puppets

Do you have dolls or puppets for children to use in your home? ______________

If yes, do these show your own cultural group? ______________

Do these show the children's cultural group(s)? __________

Do these show any other cultural groups? ______________

If yes, what groups do they show? ____________________

____

____

Pictures or Magazines

Do you have pictures or magazines children can look at in your home? ______________

If yes, do these show your own cultural group? ______________

Do these show the children's cultural group(s)? __________

Do these show any other cultural groups ? ______________

If yes, what groups do they show? ____________________

____

____

Name ____________________

Music or Musical Instruments

Do you let children listen to or make music in your home? ________

If yes, do you have music that is played, sung, or listened to by different cultural groups? ___________

If yes, tell about music the children sing, make, or listen to.

____

____

____

Foods

Do you serve food to children while they are in your care or do they bring their own? ____

If yes, do you serve foods eaten by people of other cultures? ____

If yes, tell what some of the foods are. ________________________

____

____

Name ______________________

What You Do (Part 2)

°Choose one of these to work on: Dolls, Books, Music, Foods, or Pictures.
°Think of one idea to add to your day care program which will help children learn about and understand themselves or others.
(For example, go to the library to get some children's books for your home. Make sure the books show people of the child's and other cultures who are good, strong and successful.)
°Tell about what you did.

____

____

____

____

____

____

____

Name ____________________

ACTIVITY 2: Ideas from Parents
(You must do this one)

Each family has its own traditions. Some are much like your own; others are not so familiar. Whatever the traditions, children are most at ease when their family's ways of doing things are recognized and respected by a caregiver. You can talk with parents to learn about things which are special to each child's family. Then you will be more ready to help children be comfortable in your home.

What You Do

- °Read Packet Piece 7, "Something for Parents."
- °Hand out this packet piece to parents. Ask them to read it, fill it out, and return it to you. Or, read it with them, and you fill it out at that time.
- °Answer these questions to tell about what you did.

Did you get information from all parents? ____________________

What is one idea of something you could do with children that you got from the information parents gave you? ____________________

____

____

____

Name ____________________

Choose any 3 of the next 5 activities

ACTIVITY 3: Holidays
(This can be 1 of the 3 you choose)

Holidays often play a big part in the lives of children. You can help children learn about themselves and others by noticing or celebrating many special days in the year. While doing this, you can be sensitive to the differing traditions of children in your care. Some cultural groups choose not to celebrate any special days, others celebrate ones that you do not. The care you put into the way holidays are handled in your home will make a difference in the way children learn to accept others.

What You Do

°Look at Packet Piece 6, "Something for Yourself."
°Circle holidays that you and the children celebrate.
°Add any other special days you can think of (for example, your birthday or the children's).
°Save this packet piece to send to your instructor with your Work Pages.

Name ____________________

ACTIVITY 4: Reading with Children
(This can be 1 of the 3 you choose)

The books you read with children tell them much about the world. If children use books that show only one culture or race, then they miss a chance to learn about others. Good caregivers try to give children a wider look at the world. They make sure that the children's books they use show many cultures with understanding and appreciation.

What You Do

°Choose three children's books to read with children.
Make sure that one shows your culture or race.
Make sure that one shows the culture or race of one of the children in your care (this may be the same as your race).
Make sure that one shows another culture or race.
°You may need to borrow these books from your public library. If you have trouble finding these books, ask your librarian or get in touch with your instructor. Parents may be able to help, or you may find inexpensive books to buy.
°Read these books with the children, but not all three at once.
°Answer these questions to tell about what you did.

What is the name and who wrote each book you used?

____

____

____

What race or culture is shown in each book? ______________

____

____

____

Name ____________________

(Activity 4 continued)

Where did you get these books? ____________________

____

____

Were these books difficult to find? ____________________

____

Did the children enjoy these books? ____________________

Did you enjoy these books? ____________________

Name ____________________

ACTIVITY 5: Eating with Children
(This can be 1 of the 3 you choose)

As children eat healthful, good-tasting foods of other cultures, they are learning to enjoy a little of other people's lives. You can make sure children get a chance to try foods from other cultures as you serve meals or snacks and let children help with cooking or food activities.

What You Do

- °Choose two foods from cultures other than your own. Plan for children to eat these foods on two days. (Make sure not to force children to eat.)
- °If children are able, have them help with getting the food ready.
- °One idea you might use is "Pita Bread," which is shown on Packet Piece 5, "Something for Children."
- °Answer these questions to tell about what you did.

What two foods did you have for children to eat? ____________

____

____

What cultures usually use these foods? ____________________

____

____

Did the children help get the foods ready? ______________

Did the children enjoy the foods? __________________

Did you eat the foods? __________________________

Did you enjoy them? ____________________________

Name ____________________

ACTIVITY 6: Picture Game with Children
(This can be 1 of the 3 you choose)

Young children, even babies, pick up your feelings about other people. As you get along with different people in a comfortable, accepting way, then you teach children to do so as well. This can be true, also, as you look at people's pictures with children. There are lots of games you can play with pictures of people . The games are fun and can help children learn, too.

What You Do (Part 1)

- °Make a set of pictures which show many kinds of people (different ages, races, men, women, etc.).
- °You can find pictures in catalogs, newspapers, magazines.
- °Cut them out and, if you wish, glue them onto paper squares.
- °Choose the game that is best for the children in your care, and then play it.

For babies and toddlers	For older children
Look at the pictures with a child. Help to point out or name eyes, legs, hands, mouth, hair, etc. Name pictures: boy, girl, man, woman, etc. Tell children more about each picture: "This little girl has black hair." "This man is big and this boy is little."	Help children put pictures that are alike into piles. For example, "Put all the pictures of women in this pile." "Put all the pictures of children in this pile." Help children talk about how the pictures of people are same or different.

Name ____________________

(Activity 6 continued)

What You Do (Part 2)

°Answer these questions to tell about what you did.

Which game did you play? (babies/toddlers or older kids)

____

Were children interested in the pictures? ____________________

What things did you talk about as you played? ________________

____

____

____

Will you try the game again? __________________________________

Why or why not? ____

____

____

____

Name ____________________

ACTIVITY 7: You Plan and Do
(This can be 1 of the 3 you choose)

Each caregiver has her own special setting into which different adults and children come and go. Each has chances for teaching children to get along with others that another caregiver might not have. For one, a trip to a supermarket might be a way to teach children about foods others eat. For another, a parent or neighbor might visit to show children how to do an art activity that shows a cultural tradition. You probably have your own ideas for teaching children to understand their culture and that of others. And if you look, you will find more.

What You Do

- °Plan and do one activity to teach children about the culture of others.
- °If you need help with ideas, try the library, friends, or your instructor.
- °Answer these questions to tell about what you did.

What activity did you do? ____________________

____

____

____

____

How did it go? ____________________

____

What do you think the children learned? ____________________

____

____

Name ____________________

ACTIVITY 8: Thinking It Over

Now you are almost done with this unit. You can think about how your work went. The thoughts you will write down for this activity will let your instructor know more about how you are doing. Then both of you will be able to work better together.

What You Do

°Answer these questions.

What was the name of this unit? ______________________________

About how many hours did you take to do this unit? ____________

Which part or parts of the unit did you like the most?

____

Why? ____

____

____

Which part of the unit did you like the least?

____

Why? ____

____

____

Which part was hardest? _______________________________________

Why? ____

____

____

Name ____________________

(Activity 9 continued)

Which part was easiest? ______________________________

Why? ____

____

____

Was there anything in this unit that should be left out? ______

If so, which part? ________________________________

____

Is there anything that we should add to this unit? __________

If so, what? _____________________________________

____

____

Did you have any problems? __________________________

If you did, what were they? __________________________

____

____

____

____

____

Is there anything else your instructor should know? _________

____

____

____

____

Record Sheet of Answers

Unit: "One Land: Many Cultures"

Student: ______________________________

Instructor ______________________________

QUIZ 1. Circle the answer chosen by student. Correct response is underlined.

Questions:	1-1	a	b	c
	1-2	a	b	c
	1-3	a	b	c

QUIZ 2.

Questions:	2-1	a	b	c
	2-2	a	b	c

QUIZ 3.

Questions:	3-1	a	b	c
	3-2	a	b	c

QUIZ 4.

Questions:	4-1	a	b	c

ACTIVITY 1. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ______________________________

____

Give positive feedback on every attempt the student makes to represent cultural variety in the day care home. Sometimes students may not be accurate in associating traditions with the correct cultures. Add other accurate suggestions to the books, dolls, etc. which students list.

Record Sheet
One Land: Many Cultures cont.

Student: ______________________________

ACTIVITY 2. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

In some cases, caregivers may have difficulty in communicating with parents on this. Give positive feedback on successful attempts. Remind less successful students that parent relationships take time and hard work, but pay off in the end.

ACTIVITY 3. Place check by appropriate statement:

Student chose to do this activity. ( )
Student did not choose to do this activity. ( )

If student did activity, place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

If student does this, but does not send you Packet Piece 6, request that it be sent.

ACTIVITY 4. Place check by appropriate statement.

Student chose to do this activity. ( )
Student did not choose to do this activity. ( )

If student did activity, place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Record Sheet
One Land: Many Cultures cont.

Student: ______________________________

(Activity 4 cont.)

If possible, it helps when you are familiar with the books students use. Try noting the books and looking for them in the public library. Then, comment on age appropriateness and content of books students chose. Suggest additional books. Your public librarian will be able to help you.

ACTIVITY 5. Place check by appropriate statement:

Student chose to do this activity. ( )
Student did not choose to do this activity. ( )

If student did activity, place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

If foods served to children are less healthful than desired, suggest other, more healthful foods while giving positive feedback on the student's work. Encourage students to allow children to help in preparing foods.

ACTIVITY 6. Place check by appropriate statement:

Student chose to do this activity. ( )
Student did not choose to do this activity. ( )

If student did activity, place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Give suggestions for alternative ideas to talk about with children as pictures are used.

Record Sheet
One Land: Many Cultures cont.

Student: ______________________________

ACTIVITY 7. Place check by appropriate statement:

Student chose to do this activity. ( )
Student did not choose to do this activity. ( )

If student did activity, place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Special Things for Special Kids

Primary Goal for This Unit

To help caregivers become familiar with the needs of handicapped children, while giving them opportunities to see how they might meet some of those needs in their own homes.

Special Notes

Few home day care providers who do this unit will be caring for a handicapped child. For this reason, there are fewer "practical experience" activities in this unit than in others. Your job as instructor in this unit is to help caregivers form an open, positive problem solving attitude when considering the care of special needs children.

Instructor's How-To

1. Read thoroughly both the packet and the study guide for this unit. Think about the responses you would make in completing the Work Pages.
2. Select and read any of the Instructor's Resources for Special Things for Special Kids listed at the end of these directions, or use any of the more general resources listed in Section I.
3. Write your telephone number on the line provided in the study guide. This line is at the end of the section called "How Do You Finish the Unit?"
4. Send a unit package to each student. (See Section I for package contents).
5. Note on your Reference Chart the date you mailed this unit to each student.

6. Fill in the date of receipt on your Reference Chart as each student's completed unit comes in.

7. Read and comment on completed units, using the Special Things for Special Kids Record Sheet of Answers. Detach and save Activity 7, "Thinking It Over."

8. File in each student's folder:

   The Record Sheet of Answers
   Activity 7
   A copied sample of the student's work (optional)

9. Return corrected Special Things for Special Kids Work Pages to each student with the next unit. If you are requiring revisions, instruct the student to send revised Work Pages to you with the next completed unit.

10. Make a telephone call to any student whose unit is late. Use Telephone Form B. File the Telephone Form in the student's folder. Note the call on your Reference Chart.

Instructor's Resources

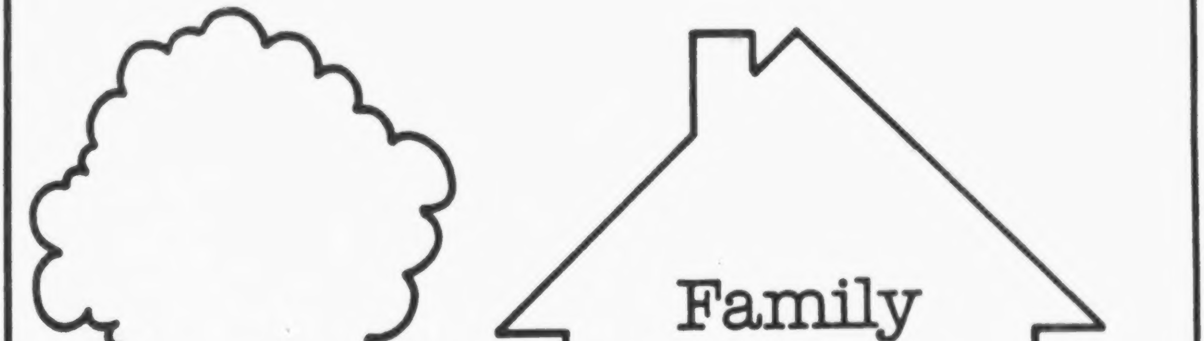
1. Moore, C., Morton, K. & Mills, J. A reader's guide for parents of children with mental, physical, or emotional disabilities. Rockville, MD: US Dept. of Health, Education, and Welfare, 1979. DHEW Publication No. (HSA) 79-5290. Complete listing of books which relate to the parenting of handicapped children. Excellent resource.

2. Stein, S. About handicaps. New York, NY: Walker and Company, 1974.

3. West, K. (Ed.). Reach out to a special child. Mound, MN: Quality Child Care Press, 1981.

4. When you care for handicapped children. Austin, TX: Southwest Educational Development Laboratory, Texas Department of Human Resources, 1979.

Special Things for Special Kids



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Family Day Care Independent Study Course
Study Guide

SPECIAL THINGS FOR SPECIAL KIDS

What Is This Unit About?

This unit gives you information on handicapped children. It will help you understand these children's special needs. At the same time, it will show you that handicapped kids are much like other children with the same needs for love, success, understanding, and learning. Tips for meeting the special needs of children in your home are given, plus some ways of telling whether a child might need special attention. You may or may not choose to care for a handicapped child. In either case, this unit will give you information that is always useful in your day care home.

What Will You Learn?

When you are done with this unit you will:

1. Have read about early warning signs for special needs children (Packet Pieces 1 and 5.)
2. Have given parents information on early warning signs for special needs children (Packet Piece 5.)
3. Have thought about changes you could make in your home in caring for a handicapped child (Packet Pieces 1 and 2.)
4. Have tried out one way to help children understand and be at ease with handicapped people (Packet Piece 3.)
5. Have thought about ways to help every child feel valuable, whether handicapped or not (Packet Piece 3.)

How Do You Finish The Unit?

1. Read the letter to the caregiver, "Read This First," printed on the pocket of your packet folder.

2. Read Packet Piece 1, "Special Things for Special Kids." Do Quiz questions for Packet Piece 1. You will find the Quiz on Work Page 1 of this study guide.

3. Read Packet Piece 2. Do the Quiz questions on Work Page 2 when you finish reading it.

4. Read Packet Pieces 3, 4, 5, and 6.

5. Do the Activities which follow the Quiz. They begin on Work Page 3.

6. When you have done the Quiz and all the Activities, send the Work Pages to your instructor.

7. Your instructor will read your Work Pages. Then you will get them back with a note telling you how you did.

8. When the Work Pages come back to you, read what your instructor has written and make any changes. If needed, send your pages back to your instructor again.

9. Add your Work Pages to your "Special Things for Special Kids" packet.

REMEMBER: If you have any problems when doing this unit, get in touch with your instructor. Your instructor wants to be of help in this learning experience. The telephone number is

____.

Name ____________________
Address ____________________
____
Phone ____________________

SPECIAL THINGS FOR SPECIAL KIDS
QUIZ

What You Do

°Read Packet Piece 1, "Special Things for Special Kids."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. A child with special needs is first of all ______________________________.

- a child
- a problem
- mentally handicapped

2. Children with learning problems might ______________________________.

- have a hard time remembering things
- hold books or other things close to their face
- withdraw from other children and not play

3. If you plan to care for a child with a sight problem, you might need to ______________________________.

- stand close to the child and speak louder
- tell the child when you move furniture
- carry her wherever you go

4. A child with a physical problem might ______________________________.

- not pay attention for a very long time
- not understand what you say
- fall or stumble very easily

Name ____________________

5. If you care for a child with a serious behavior problem,

you might need to ____

____.

- never let him near other children
- watch the child very closely and stay near him
- let him do whatever he wants to keep him happy

Name ____________________

What You Do

°Read Packet Piece 2, "Helpful Hints for Your Home."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. You might make meal times easier for a handicapped child by

____

____.

- letting her use a plate with raised edges
- feeding her so she won't get messy
- using a spoon with a tiny handle

2. One way to help a blind child in your home might be to

____

____.

- keep him in a play pen so he won't bump into things
- make a masking tape pathway on the wall for him to follow
- talk to him in a louder voice

Name ____________________

A C T I V I T I E S

ACTIVITY 1: Looking for Special Needs

Good caregivers are always on the lookout for young children who might need special help. They know that when special needs children are found early, then there is a better chance for working with their needs. Knowing about many of the problems kids have is not hard when you know some signs to look out for. These signs are talked about in Packet Piece 5, "Parents: Do You Know the Early Warning Signs of Children with Special Needs?"

What You Do (Part 1)

- Read Packet Piece 5, "Parents: Do You Know the Early Warning Signs of Children with Special Needs?"
- Then read about these three children and answer the questions to tell what you think.

NICKY

Nicky is a bright-eyed three-year-old. He smiles a lot and loves to be hugged. He has just learned to say the names of his favorite toys and two sisters. His mom says he walked at twelve months, and now can run faster than the three year olds he plays with.

SUSIE

Susie is a very quiet, sweet four-year-old. She never fights with the other children and plays alone a lot. She always talks in a very soft voice, and is very neat with toys. Sometimes she doesn't seem to listen to what you say. You have noticed that she draws and paints nice pictures and loves to climb and swing outside.

JINSY

Jinsy is an active two-year-old girl who does not share very well with others. She loves to look at books and tell you the names of the pictures she knows. You have noticed that she pretends to sweep the floor and wash dishes just like you do, but she can not catch a big ball when you bounce it to her.

Name ____________________

(Activity 1 continued)

Does Nicky show any early warning signs of being a child with special needs? ____.

If yes, what signs does he show? ____________________________

____

____.

Who might you talk to if Nicky needs special help? __________

____

____.

Does Susie show any early warning signs of being a child with special needs? ____.

If yes, what signs does she show? ___________________________

____

____.

Who might you talk to if Susie needs special help? __________

____

____.

Does Jinsy show any early warning signs of being a child with special needs? ____.

If yes, what signs does she show? ___________________________

____

____

Who might you talk to if Jinsy needs special help? __________

____

____.

Name ____________________

(Activity 1 continued)

What You Do (Part 2)

- Hand out to each parent Packet Piece 5, "Parents: Do You Know the Early Warning Signs of Children with Special Needs?"
- Answer these questions to tell about what you did.

Did you give a pamphlet to each family? ____________________

What were some things parents said about the pamphlet? ______

____

____

____

Name ____________________

ACTIVITY 2: Finding Help for the Handicapped

People who deal with handicapped children can get a lot of information to help with the special problems they must solve. But they have to know where to look. Resources, like the ones listed on Packet Piece 6 "When You Want to Know More," can get you started. Caregivers who learn new ideas by using information resources are able to do a better job for children, parents, and themselves.

What You Do

- Read Packet Piece 6, "When You Want to Know More."
- Choose one resource to call or write to for information.
- When you have gotten the information then anwer the following questions.

What resource did you choose? ____________________

How did you get in touch with the resource (call or write?)

____

____

____

What information did you get? ____________________

____

____

____

Name ____________________

ACTIVITY 3: How Would You Do It?

Many handicapped children can fit into a good home day care program. Often, with just a few ideas and changes, a caregiver can make a home into a place where the handicapped child can grow, learn, and be happy.

What You Do

- Choose one of these children and pretend you will add that child to your day care program.
- List 4 things you could do in your home to make your home a good place for that child. Use Packet Pieces 1, "Special Things for Special Kids" and 2 "Helpful Hints for Your Home," if you need help.

Children (Check (√) the one you are adding to your home.)

☐ a child who cannot see very well

☐ a child who cannot walk

☐ a child who learns slowly

☐ a child who cannot hear very well

☐ a child who has trouble behaving like others the same age

Four Things You Would Do:

1. ____________________

____

2. ____________________

____

3. ____________________

____

4. ____________________

____

Name ____________________

ACTIVITY 4: What Would You Say?

Some of us are not very comfortable when we see or meet a person with a handicap. A good caregiver can help the children in her care grow up to be understanding and at ease with handicapped people. She can show children that she is comfortable with special needs people. And she can be ready to answer the questions children ask in an honest, gentle way.

What You Do

- ° Read these questions a child might ask you as he sees a handicapped person.
- ° Write how you would answer each one to help the child understand and be at ease with handicapped people.

"Jimmy is older than I am. Why can't he talk very well?"

____

____

____

"Why can't Raneeka walk?" ____________________

____

____

____

"Why does Sidney make funny noises?" ________________

____

____

____

Name ____________________

ACTIVITY 5: Helping All Kids Feel Worthwhile

One of the most important things for every child to feel is that he or she is of value. Children who learn that they are able to do things and who share the joy of their success with others are more likely to do well later in life. The best caregivers are those who help children feel proud of the things they do, no matter how small. They also set up the child's world so it becomes easier for a child to have success with the harder things even if it means some extra work or thought for the caregiver.

What You Do (Part 1)

- ° Read Packet Piece 2, "Helpful Hints for Your Home."
- ° Read about the three children.
- ° Answer the questions to tell what you could do.

Lashawna

Lashawna is a four-year-old. She can do many of the same things other four-year-olds can do, but she is not able to move as well as others her age. She has trouble picking up small things. She says she wants to be able to feed herself, but she can't hold a spoon very well, and the food falls off before it gets to her mouth. Then she cries and says, "I can't do anything!"

What are two things you could do to help Lashawna feel happier with herself? ______________________________________

____

____

____

____

Name ____________________

(Activity 5 continued)

Yoshiko

Yoshiko is a three-year-old child who has trouble hearing. She just started staying with you every morning while her mother goes to the community college. She is very quiet and does not play with the other children. She likes to look at books by herself. You can tell that she is not happy yet, in your home, and you know that you will have to do more than normal to help her.

What are two things you could do to help Yoshiko feel happier in

your home? ____

____

____

____

____

Omar

Omar is a toddler who cannot see well. His last caregiver kept him in a play pen much of the time because she was afraid he would get hurt or bump into things and break them. Omar is fearful and doesn't move much, even though you do not keep him in a play pen at your house.

What are two things you could do to help Omar feel less afraid and

happier with himself? ________________________________

____

____

____

____

Name ____________________

(Activity 5 continued)

What You Do (Part 2)

- Think about one child in your home.
- Tell one thing you are trying to teach that child.
- Tell how you help that child feel success as he learns.

What are some things this child can already do well? ______

How do you help him remember that he is good at these things?

Name ____________________

Note: If you care only for infants, then you do not need to do this activity.

ACTIVITY 6: Something for Children

Caregivers who want children to grow up at ease with others, teach children every day by being a good example. They also plan activities to help children learn that being different or special can be a good thing.

What You Do

- Read Packet Piece 3, "Something for Children."
- Choose one of the activity ideas on this card. Do it with the children in your care.
- Answer these questions to tell about what you did.

Which activity did you do? ______________________________

____

____

How old are the children who did it? ____________________

____

Did they enjoy the activity? ____________________________

Did you enjoy the activity? _____________________________

Why or why not? ____

____

____

____

Name ____________________

ACTIVITY 7: Thinking It Over

Now you are almost done with this unit. You can think about how your work went. The thoughts you will write down for this activity will let your instructor know more about how you are doing. Then both of you will be able to work better together.

What You Do

°Answer these questions.

What was the name of this unit? ______________________________

About how many hours did you take to do this unit? ____________

Which part or parts of the unit did you like the most?

____

Why? ____

____

____

Which part of the unit did you like the least?

____

Why? ____

____

____

Which part was hardest? ______________________________________

Why? ____

____

____

Name ____________________

(Activity 7 continued)

Which part was easiest? ______________________________

Why? ______________________________

____

____

Was there anything in this unit that should be left out? ______

If so, which part? ______________________________

____

Is there anything that we should add to this unit? __________

If so, what? ______________________________

____

____

Did you have any problems? ______________________________

If you did, what were they? ______________________________

____

____

____

____

____

Is there anything else your instructor should know? __________

____

____

____

____

Record Sheet of Answers

Unit: "Special Things for Special Kids"

Student: ______________________________

Instructor ______________________________

QUIZ 1. Circle the answer chosen by student. Correct response is underlined.

Questions:	1-1	a	b	c
	1-2	a	b	c
	1-3	a	b	c
	1-4	a	b	c
	1-5	a	b	c

QUIZ 2.

Questions:	2-1	a	b	c
	2-2	a	b	c

ACTIVITY 1. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ______________________________

____

Nicky is language delayed;
Susie is hearing impaired;
Jinsy is normal

Look at Packet Piece 5 for further information.

Record Sheet Student: ______________________________
Special Things for Special Kids cont.

ACTIVITY 2. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

ACTIVITY 3. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Answers can be taken directly from Packet Piece 1.

ACTIVITY 4. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Remind students to emphasize the positive things handicapped people can do, while being realistic about what they are unable to do.

Record Sheet
Special Things for Special Kids cont.

Student: ______________________

ACTIVITY 5. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Some possibilities for LaShauna are:

- use spoons with large handles to help her work on eating;
- remind her of all the things she can do;
- serve foods that stay on the spoon or that she can pick up with her hands.

Some possibilities for Yoshiko include:

- give her the attention and warmth any child needs when getting used to a new setting;
- show her how to play with some toys;
- ask her mother what else she enjoys doing;
- make sure she sees your face when you talk to her.

Some possibilities for Omar include:

- make your home child proof for Omar;
- show him how to feel and hear where things are in the home;
- let him explore safely and freely;
- let him take his time to get over his fears;
- gradually give him more and more places to go.

Community Help for Caregivers

Primary Goal for This Unit

To help the caregiver become aware of community help available to family day care providers and those they work with, while giving caregivers some practice in contacting these resources.

Special Notes

Getting started is sometimes the hardest thing about making new contacts. So all of the activities in this unit ask the student to make a contact with a community group or service. They lead the student, step by step, through the contact process. As one student said, "I just made my first trip to the library so I could answer the questions, but now I'm going to go back." Make lots of positive comments about their making the contact and encourage them to do it again for their own needs.

Instructor's How-To

1. Read thoroughly both the packet and the study guide for this unit. Think about the responses you would make in completing the Work Pages.
2. Select and read any of the Instructor's Resources for Community Help for Caregivers , listed at the end of these directions, or use any of the more general resources listed in Section I.
3. Write your telephone number on the line provided in the study guide. This line is at the end of the section called "How Do You Finish the Unit?"
4. Send a unit package to each student. (See Section I for package contents).
5. Note on your Reference Chart the date you mailed this unit to each student.

6. Fill in the date of receipt on your Reference Chart as each student's completed unit comes in.

7. Read and comment on completed units, using the Community Help for Caregivers Record Sheet of Answers. Detach and save Activity 5, "Thinking It Over."

8. File in each student's folder:

   The Record Sheet of Answers
   Activity 5
   A copied sample of the student's work (optional)

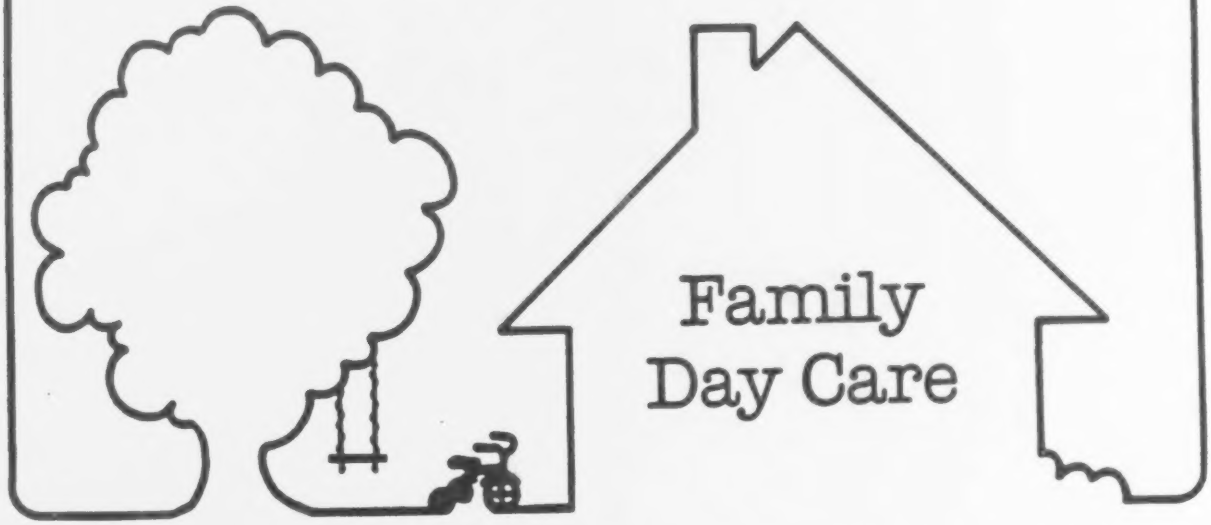
9. Return corrected Community Help for Caregivers Work Pages to each student with the next unit. If you are requiring revisions, instruct the student to send revised Work Pages to you with the next completed unit.

10. Make a telephone call to any student whose unit is late. Use Telephone Form B. File the Telephone Form in the student's folder. Note the call on your Reference Chart.

Instructor's Resource

1. New faces, new spaces: Helping children cope with change. St. Paul, MN: Toys 'n Things Press, 1980.

Community Help for Caregivers



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Family Day Care Independent Study Course
Study Guide

COMMUNITY HELP FOR CAREGIVERS

What Is This Unit About?

This unit gives you some directions for finding help in your own town or county. Most of us need help sometimes, but it is not always easy to know how to find the help we need. In this unit you will get some practice in telephoning and writing for information. And you will do some activities to help you think about the questions to ask to get the answers you want.

What Will You Learn?

When you are done with this unit you will:

1. Have completed a list of telephone numbers for services in your community which can give you help as a child care provider.
2. Have made up your own form for gathering information about places in your area that might be good places for you and the children to visit.
3. Be able to list at least one organization in your community that can help you with family relationships, child health, or materials for your program.
4. Have used different resources by telephoning, writing, and visiting.

How Do You Finish The Unit?

1. Read the letter to the caregiver, "Read This First," printed on the pocket of your packet folder.

2. Read Packet Piece 1, "Community Help for Caregivers." Do Quiz questions for Packet Piece 1. You will find the Quiz on Work Page 1 of this study guide.

3. Read Packet Piece 3. Do the Quiz questions on Work Page 3 when you have finished reading it.

4. Read Packet Pieces 2, 4, 5, 6, and 7.

5. Do the Activities which follow the Quiz.

6. When you have done the Quiz and all the Activities, send the Work Pages plus the back page from Packet Piece 3 to your instructor.

7. Your instructor will read your Work Pages and the back page of Packet Piece 3 and send them back with a note telling how you did.

8. When the Work Pages come back to you, read what your instructor has written. Make any changes and, if needed, send those pages back to your instructor again.

9. Add your Work Pages to your "Community Help for Caregivers" packet.

REMEMBER: If you have any problems when doing this unit, get in touch with your instructor. Your instructor wants to be of help in this learning experience. The telephone number is

______________________________.

Name ____________________
Address ____________________
____
____
Phone ____________________

COMMUNITY HELP FOR CAREGIVERS
QUIZ

What You Do

°Read Packet Piece 1, "Community Help for Caregivers."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. All communities have ______________________________

____.

- all of the services listed in this packet piece
- most of the services listed in this packet piece
- only one of the services listed in this packet piece

2. Firemen and policemen ______________________________

____.

- are too busy to talk with day care kids
- can give information on getting food stamps
- enjoy teaching safety to children

3. Your local Department of Social Services (D.S.S.) _____

____.

- is a good place to get books for children
- has information on health screening programs for children
- does not deal with children

4. Farms or factories in your community __________________

____.

- are not good places for children to visit
- are places to see people doing different kinds of jobs
- charge fees to visit

Name ____________________

5. Some hospitals and clinics provide ____________________

____.

- counseling services for family problems
- food stamps
- special activities for your day care children

6. Community colleges are good places to ____________________

____.

- get free materials
- take your day care children every day
- meet people who are interested in the things you do with children

Name ____________________

What You Do

°Read Packet Piece 3.
°Then answer these questions
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. At your County Health Deparmtent you can find ____.

- ideas on animal care
- information about shots for children
- gardening tips

2. At your Chamber of Commerce you can find ____.

- maps of your area
- dental care clinics
- testing for children with handicaps

3. If you cannot find the agency you want listed in your phone book you should ______________________.

- forget about them because they aren't there
- think they have moved their office
- call "INFORMATION" and ask them to help

4. When you get information about your community helpers you should ______________________________.

- tell your children so they will help you remember
- write it down
- keep it in a locked file cabinet

Name ____________________

ACTIVITIES

ACTIVITY 1: Using Public Libraries

Libraries are good resources for caregivers. They have books that help you improve your skills and know more about how youngsters grow. They also have books for children, and other services. Sometimes they even come to you. Finding out about and using your public library is one of the best things you can do for yourself and the children in your care.

What You Do

°If you already use a public library, fill out Part I of the following questions.
°If you have not started to use a library yet, fill in Part II.

PART 1. How I use the Library

1. I go to the ___________________________________ Library.
name

2. I have used the library about ______________ times in the last six months.

3. The two books I found most helpful were ______________ ____.

4. Other things I have found in the library, besides books, are ____ ____.

5. This library has special services for people working in day care. Yes ______ No ______

Name ____________________

(Activity 1 continued)

PART 2. Finding Out About the Library

If you do not know about your library, look for it in the telephone book or ask at your children's school about the one that serves your town or county. Then call or go by the library and find out the answers to these questions.

1. The name of the public library available to me is

   ____.

2. Does the library have a mobile library van or

   bookmobile?

   Yes ______ No ______

3. Does the library loan children's records?

   Yes ______

   No ______

4. Does the library loan toys?

   Yes ______ (For what ages? ____________________)

   No ______

5. Does the library have a story hour for children?

   Yes ______ (When? ________________________)

   No ______

6. Does the library have any special services for people

   working in day care? ____________________

   ____

7. Ask the librarian to tell you the name of one book on

   child growth and development he/she thinks is good.

   Write the name and author:

   ____
   (name)

   ____
   (author)

Work Page 5

Name ____________________

ACTIVITY 2: "Helping Hands" in My Community

In the community there are many people whose job it is to help you. You are not asking for special favors when you ask these people for help. It takes a little time to find out where they are, but they all have telephones. Packet Piece 3 helps you organize some of this help.

What You Do

- °Read Packet Piece 3, "Your Own Community as a Resource."
- °Fill out the back of Packet Piece 3 by following the instructions below.
- °Send this page to your instructor with your Work Pages.

1. Fill in a phone number for each of the blanks at the top on the page titled PHONE NUMBERS TO GET YOU STARTED.
2. Fill in at least 3 "Stores" and their phone numbers that may be helpful to your day care program.
3. Fill in at least 3 "Other Community Helpers" and their phone numbers that may be helpful to your day care program.
4. Beside each number that you have ever called put a (✓) check.
5. Beside each number you plan to use or you want to use again put an (*) asterisk.

Name ____________________

ACTIVITY 3: A Good Place to Visit

A children's poem says, "The world is so full of a number of things . . ." We know about visiting a zoo or a farm but there are many other places to take children. Even a walk to the next block to watch the telephone line repair person is a field trip. To help you remember the places you hear about and to help you see if they're right for your group, do the following activity.

What To Do

°Read Packet Piece 4, "Something for Children."
°Review the section, "Before You Go On The Trip."
°With these ideas in mind follow the instructions below.

1. Look at the form on Work Page 9. It has questions to ask yourself when you want to decide if a place is good for your group to visit. Answer all questions that apply to you.

2. Add any questions that would make it more suitable for your planning. Write them on the lines at the end of the Planning Form.

3. Think about a place you would like to go on a field trip. Find out the answers to the questions on the Planning Form and write them in.

Name ____________________

(Activity 3 continued)

A GOOD PLACE TO VISIT

Planning Form

What is the place? ______________________________

What will the children I care for get out of this activity?

____

____

____

____

____

What will I get from this activity? ____________________

____

____

____

How far is it? ______________________________

Can we all walk? ______________________________

Can we all ride safely? ______________________________

Does it cost money? ______________________________

Can I pay for it? ______________________________

Will I need special written permission from the parents?

____

Will I be gone long enough to need food? ____________________

Can I pack food for everybody? ____________________

Work Page 8

Name ____________________

(Activity 3 continued)

Will the trip keep children from having naps they need? ____

Can we get back before parents come? ____________________

What adult(s) can go with me? ____________________

____

____

Other things I need to think about for this field trip:

____

____

____

____

____

____

Name ____________________

ACTIVITY 4: Information about Child Abuse and Neglect

Child abuse and neglect can be a very uncomfortable thing to think about. But, pretending the problem is not there will not make it go away. It is important for caregivers to know about a few basic facts.

What You Do

°Read Packet Piece 5 "Something for Yourself" and Packet Piece 6 "Something for Parents."
°Give one copy of Packet Piece 6 to each parent.
°Then answer these questions.

1. If you thought a child in your care might be being abused or neglected what would you do? ________________

2. What is the telephone number of your local Protective Services Office? ________________

3. What are 3 things you do in your own family day care home to avoid any problems with child abuse and neglect?
   1. ________________
   2. ________________
   3. ________________

Work Page 10

Name ____________________

4. Tell how 3 of your parents responded to this information

Parent 1 ____

____

Parent 2 ____

____

Parent 3 ____

____

5. Is this kind of information helpful to you? __________

Why or Why not? _______________________________________

____

____

____

____

____

Name ______________________

ACTIVITY 5: Thinking It Over

Now you are almost done with this unit. You can think about how your work went. The thoughts you will write down for this activity will let your instructor know more about how you are doing. Then both of you will be able to work better together.

What You Do

°Answer these questions.

What was the name of this unit? ______________________

About how many hours did you take to do this unit? __________

Which part or parts of the unit did you like the most?

____

Why? ____

____

____

Which part of the unit did you like the least?

____

Why? ____

____

____

Which part was hardest? ______________________

Why? ____

____

____

Name ____________________

(Activity 5 continued)

Which part was easiest? ______________________________

Why? ______________________________

____

____

Was there anything in this unit that should be left out? ______

If so, which part? ______________________________

____

Is there anything that we should add to this unit? __________

If so, what? ______________________________

____

____

Did you have any problems? ______________________________

If you did, what were they? ______________________________

____

____

____

____

____

Is there anything else your instructor should know? __________

____

____

____

____

Record Sheet of Answers

Unit: "Community Help for Caregivers"

Student: ______________________________

Instructor ______________________________

QUIZ 1. Circle the answer chosen by student. Correct response is underlined.

Questions:	1-1	a	b	c
	1-2	a	b	c
	1-3	a	b	c
	1-4	a	b	c
	1-5	a	b	c
	1-6	a	b	c

QUIZ 2.

Questions:	2-1	a	b	c
	2-2	a	b	c
	2-3	a	b	c
	2-4	a	b	c

ACTIVITY 1. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ______________________________

____

The answer to Part 1, 4, should include toys, records, etc., not the specific names of books.

Part 2 is written to direct the caregiver in gathering information on her library so she will know how to use it when she needs to.

Record Sheet
Community Help for Caregivers cont.

Student: ______________________________

ACTIVITY 2. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

You need to make some decisions about how many blanks must be completed on this piece. The more industrious students will fill them all, but all services might not be available in all areas. Sometimes the services are under such confusing names that it's hard to know what they are. You may need to give some telephone help.

ACTIVITY 3. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

ACTIVITY 4. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

This may be a new and scary topic for the caregiver to learn and think about. It may also be difficult information to share with parents. Be sure to encourage the caregiver for all of her efforts even if parent response is not as favorable as she would like. Help her to apply this information to her own day care home and the way she specifically deals with children.

Care for the School-Age Child

Primary Goal for This Unit

To help the caregiver understand the need for school-age child care, while considering how a school-age child's needs can be met in a home day care setting.

Special Notes

Although school-age child care is growing in popularity, today there are still many school-age children who remain unsupervised while their parents work. This unit, therefore, concentrates on getting students to accept, and even defend, the need for school-age child care. For instructors who are not familiar with school-age child care methods, the use of additional resources is especially important.

Instructor's How-To

1. Read thoroughly both the packet and the study guide for this unit. Think about the responses you would make in completing the Work Pages.
2. Select and read any of the Instructor's Resources for Care for the School-Age Child, listed at the end of these directions, or use any of the more general resources listed in Section I.
3. Write your telephone number on the line provided in the study guide. This line is at the end of the section called "How Do You Finish the Unit?"
4. Send a unit package to each student. (See Section I for package contents).
5. Note on your Reference Chart the date you mailed this unit to each student.

6. Fill in the date of receipt on your Reference Chart as each student's completed unit comes in.

7. Read and comment on completed units, using the Care for the School-Age Child Record Sheet of Answers. Detach and save Activity 6, "Thinking It Over."

8. File in each student's folder:

   The Record Sheet of Answers
   Activity 6
   A copied sample of the student's work (optional)

9. Return corrected Care for the School-Age Child Work Pages to each student, with the next unit. If you are requiring revisions, instruct the student to send revised Work Pages to you with the next completed unit.

10. Make a telephone call to any student whose unit is late. Use Telephone Form B. File the Telephone Form in the student's folder. Note the call on your Reference Chart.

Instructor's Resources

1. Baden, R., Genser, A., Levine, J., & Seligson, M. School-age child care: An action manual. Boston, MA: Auburn House Publishing Compnay, 1982.

2. Blake, J. & Ernst, B. The great perpetual learning machine. Boston: Little Brown and Company, 1976.

3. Caney, S. Kids' America. New York: Workman Publishing Company, Inc., 1978.

4. Cohen, D., Parker, R., Host, M., & Richards, C. (Eds.) Day care 4: Serving school age children. Washington, DC: US Department of Health, Education, and Welfare, 1972. (DHEW Publication No. (OCD) 72-34.) (Library call number HV851 .S1 DAY)

5. Day care for school-agers. Austin, TX: Texas Department of Human Resources, 1977.

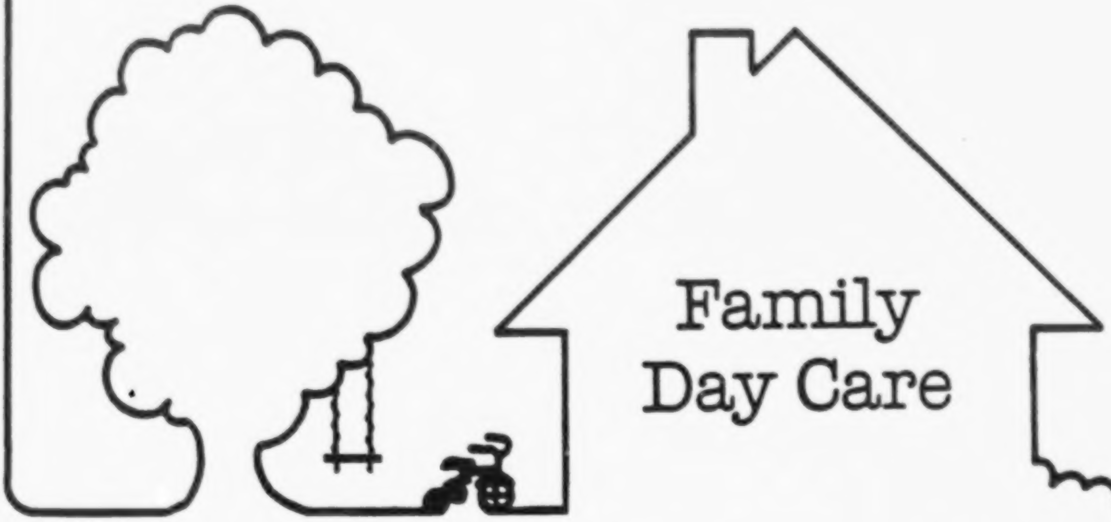
6. Hendon, K., Grace, J., Adams, D., & Strupp, A. The after school day care handbook: How to start an after school program for school-age children. Madison, WI: Community Coordinated Child Care in Dane County, Inc., 1977.

7. Lansky, B. Free stuff for kids. Deephaven, MI: Meadowbrook Press, 1980. (Library call number LB 1139 FRE)

8. Scavo, M. Creating environments for school-age child care. Ft. Lewis, Washington: Military Child Care Project, 1980.

9. School age notes: The newsletter for school age child care workers and administrators. Nashville, TN (Six issues per year).

Care for the School-Age Child



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University of North Carolina at Chapel Hill

Family Day Care Independent Study Course
Study Guide

CARE FOR THE SCHOOL-AGE CHILD

What Is This Unit About?

This unit helps you in caring for children who are between six and twelve years old. It talks about what most school-age children are like during these years and lists some of their needs. It gives tips on handling school-age children's behavior plus ideas for activities to do with them. School-age children can do so many things on their own. But they still need an adult close by to guide and help them. This unit will make the time you spend with school-age kids more meaningful.

What Will You Learn?

When you are done with this unit you will:

1. Have thought about why school-age children need after school care (Packet Piece 1).
2. Have read about skills children develop during their elementary school years (Packet Pieces 1 and 2).
3. Have considered how children use T.V. in your home (Packet Piece 3).
4. Have listed at least six activities to do with school-age children in your care (Packet Pieces 1, 3, 4, and 7).
5. Have made up an activity schedule to use in caring for school-age children (Packet Pieces 1 and 4).

How Do You Finish The Unit?

1. Read the letter to the caregiver, "Read This First," printed on the pocket of your packet folder.

2. Read Packet Piece 1, "Care for the School-Age Child." Do Quiz questions for Packet Piece 1. You will find the Quiz on Work Page 1 of this study guide.

3. Read Packet Pieces 2 and 3. Do Quiz questions as you finish each one.

4. Read Packet Pieces 4, 5, 6, and 7.

5. Do the Activities which follow the Quiz. They begin on Work Page 4.

6. When you have done the Quiz and all the Activities, send the Work Pages to your instructor.

7. Your instructor will read your Work Pages. Then you will get them back with a note telling you how you did.

8. When the Work Pages come back to you, read what your instructor has written and make any changes. If needed, send your pages back to your instructor again.

9. Add your Work Pages to your "Care for the School-Age Child" packet.

REMEMBER: If you have any problems when doing this unit, get in touch with your instructor. Your instructor wants to be of help in this learning experience. The telephone number is

____.

Name ____________________
Address ____________________
____
____
Phone ____________________

CARE FOR THE SCHOOL-AGE CHILD
QUIZ

What You Do

°Read Packet Piece 1, "Care for the School-Age Child."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. School-age children ______________________________.
   - can do everything for themselves
   - need little attention from adults
   - need supervision and care

2. For emotional growth, school-age kids need ______________________________.
   - some time to be alone, if they want
   - a place to use new muscles
   - nutritious snacks

3. When kids do something you want them to do, then you should ______________________________.
   - not pay attention
   - say what it is you like
   - put a time limit on it

4. When a child brings his own things to your day care home, it's best to ______________________________
   - tell him not to bring things if he won't share them
   - give him his own place to keep them
   - take them away until he can take them home

Work Page 1

Name ____________________

What You Do

°Read Packet Piece 2, "Growth and Skills."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. A child who loves to play team games is likely to be

____.

- 11-12 years old
- 8-9 years old
- 6-7 years old

2. A child who is 9-10 years old is likely to ___________

____.

- have trouble sitting still
- not always get the rest and sleep she needs
- not be able to care for her own physical needs

3. Most children are able to plan ahead when they are

____.

- 7 years old
- 9 years old
- 11 years old

Name ____________________

What You Do

°Read Packet Piece 3, "Treat T.V. with T.L.C."
°Then answer these questions.
°Choose the one best answer and write it in. If you are not sure which is correct, read the packet piece again.

1. When letting children watch T.V., it's best for you to

____.

- let the kids choose what they want to watch
- choose TV programs with the kids
- let them watch whatever you enjoy

2. T.V. programs for children should show people who

____.

- are very exciting
- care about others
- always win their fights

Name ____________________

A C T I V I T I E S

ACTIVITY 1: What Would You Say?

School-age children can do many things for themselves. This may be why some parents think it is safe to leave their children without an adult to care for them. But school-age kids often run into problems when left alone. Some are frightened, others get into trouble, and most lose valuable time for learning and growing. Many parents and children do not know there is a need for school-age care. You can help them understand this need.

What You Do

°Read these three stories.
°After each one, write what you would say to help with the problem.

Juan

Juan is the six year old from next door. His mom and dad both work until 5:30 p.m. You know that Juan comes home on the bus every day at 3:00. You always saw him playing outside in warm weather and thought someone else was caring for him. But now it is cold outside, and Juan keeps coming into your home to play. He says he is cold and can't get into his home until his parents come home. You would like to care for him, but you cannot take any more children into your child care program. You decide to talk to Juan's parents about his need for after school care. When you do, they say, "He's old enough to take care of himself." You want to help Juan's parents see that Juan does need after school care.

What Would You Say?

____

____

____

____

____

____

Name ____________________

(Activity 1 continued)

Teri

Teri is eleven years old. Until this year, she had been in an after school program in another town. Now she has moved to your neighborhood. Her mom is happy that you can care for Teri in your home before and after school. But Teri is not happy about this. She says, "I can take care of myself! None of my new friends have to go to day care after school. They'll think I'm a baby!" You want to help Teri feel better about coming to your home.

What Would You Say?

____

____

____

____

____

____

Shannon and Sherry

Shannon and Sherry are seven year old twins. You care for their four year old brother every day. You know that the twins spend three hours each day with no adults at home. This was fine with their mom and dad until Sherry brought home poor grades on her report card. The teacher said she needs someone to help with her homework. The twin's parents don't get home until after six, and then they don't have time to work with Sherry. But they want very much for her to do well in school. You want to help them solve this problem.

What Would You Say?

____

____

____

____

____

____

Name ______________________

ACTIVITY 2: When Are Children Ready?

Successful after school day care providers think about more than just a child's age when they decide the child can do something on his or her own. These caregivers know that different children are not all ready to do the same things at the same ages. When deciding, they think about what the child can already do, and what parents and teachers want from the child. They make sure that what the child wants to do is safe. And they know whether they can handle what the child wants to do. By making careful decisions about when children are ready, good caregivers allow children to safely learn to be independent.

What You Do

°List two skills you think a child should have before doing these things on his or her own:

Go to the store for you.

____

____

____

Ride a bicycle in the street.

____

____

____

Walk alone to a friend's home.

____

____

____

Name ____________________

(Activity 2 continued)

Choose when to do homework.

Make own snack.

Name ____________________

ACTIVITY 3: Children and T.V.

After school time is best used when a caregiver fills the hours with activities which help older children continue to grow and learn. But many children enjoy relaxing with T.V. when they get home from school. If a caregiver allows T.V. in her home, then programs should be chosen carefully. The caregiver should make time to talk with kids about what they see. And children should be encouraged to do other things besides watching T.V.

PART A (Do this part only if you have a T.V.)

What You Do

- °Watch one T.V. program that you would allow children to watch.
- °Answer these questions about the program.

What program did you watch? ____________________________

____.

How old are the children you would allow to watch this

program? ____________________________________.

What are five things you could talk about with children after

watching the program?

____

____

____

____

____

____

Was this a good program for children? Why or why not?_____

____

____

____

____

Name ____________________

(Activity 3 continued)

PART B (Do this part even if you do not have a T.V.)

What You Do

°List six things school-age children would enjoy doing instead of watching T.V.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

Name ____________________

ACTIVITY 4: Field Trips for School-Age Kids

Field trips during after school hours can be as important to children's learning as the ones they take in school. They help the child understand more about the world while adding a change of pace to the every day schedule. Field trips don't have to cost a lot or take a long time. Just a short walk near your home is worthwhile as long as you and the children talk together about the things you see.

What You Do (Part A)

°Think of one place near your home that you could visit as a field trip for school-age kids.
°Answer these questions about that fieldtrip.

Where would you go? ______________________________

____

What would the children learn from the trip? __________

____

____

How far would you have to go? ____________________

____

How would you get there? ________________________

____

Could you take all the kids? ______________________

How long would the trip take? ____________________

Name ____________________

(Activity 4 continued)

What things would you talk about with the children on the trip? ____________________

What special plans would you have to make (permission forms, money, food, adults to help, etc.)? ____________________

What You Do (Part B)

°Think of one place further from your home that you could use as a field trip for school-age kids.
°Answer these questions about that field trip.

Where would you go? ____________________

What would the children learn from the trip? ____________________

How far would you have to go? ____________________

Name ____________________

(Activity 4 continued)

How would you get there? ______________________________

____

Could you take all the kids? ____________________________

How long would the trip take? ___________________________

What things would you talk about with the children on the trip? ____

____

____

____

What special plans would you have to make (permission forms, money, food, adults to help, etc.)? _____________________

____

____

____

____

Name ____________________

ACTIVITY 5: Planning for School-Age Children

Planning the time children are with you helps you do a better job in giving quality child care. You can plan your days to meet the needs of all children, including school-age kids.

What You Do

- °Plan a daily schedule that you would use with school-age children for the hours before and after school. (If you already have a schedule, write down the one you use.)
- °Fill in the chart on the next Work Page with all the things you planned. Make sure to meet the children's needs listed in Packet Piece 1.

Name ____________________

(Activity 5 continued)

	Time	Things for Children to Do
Before School		
	Time	Things for Children to Do
After School		

Work Page 14

Name ____________________

ACTIVITY 6: Thinking It Over

Now you are almost done with this unit. You can think about how your work went. The thoughts you will write down for this activity will let your instructor know more about how you are doing. Then both of you will be able to work better together.

What You Do

°Answer these questions.

What was the name of this unit? ______________________________

About how many hours did you take to do this unit? ____________

Which part or parts of the unit did you like the most?

____

Why? ____

____

____

Which part of the unit did you like the least?

____

Why? ____

____

____

Which part was hardest? ______________________________________

Why? ____

____

____

Name ____________________

(Activity 6 continued)

Which part was easiest? ____________________________________

Why? ____

____

____

Was there anything in this unit that should be left out? ______

If so, which part? ____

____

Is there anything that we should add to this unit? __________

If so, what? ____

____

____

Did you have any problems? __________________________________

If you did, what were they? _________________________________

____

____

____

____

____

Is there anything else your instructor should know? __________

____

____

____

____

Record Sheet of Answers

Unit: "Care for the School-Age Child"

Student: ______________________________________

Instructor ______________________________________

QUIZ 1. Circle the answer chosen by student. Correct response is underlined.

Questions:	1-1	a	b	c
	1-2	a	b	c
	1-3	a	b	c
	1-4	a	b	c

QUIZ 2.

Questions:	2-1	a	b	c
	2-2	a	b	c
	2-3	a	b	c

QUIZ 3.

Questions:	3-1	a	b	c
	3-2	a	b	c

ACTIVITY 1. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Record Sheet
Care for the School-Age Child cont.

Student: ____________________________

(Activity 1 cont.)

Look for these points in the answers and others:

Juan

- She will help parents find a good program for Juan.
- School-age children are not always able to make good decisions for themselves.
- Juan may do better in school if he is in a good after-school program.

Teri

- Teri can play with friends as long as she reports to the caregiver.
- The caregiver has some fun activities planned that she knows Teri will enjoy.
- The caregiver recognizes Teri's need for freedom to feel grown up.
- It's nice to have someone to come to, in case of a problem.

Shannon and Sherry

- The caregiver will provide care for them and help with homework, or the caregiver will suggest a program she knows of for this.
- After-school care will do more for the twins than just help with Sherry's grades.
- Seven-year olds need supervision when parents are not home.

ACTIVITY 2. Place check(s) by appropriate statement(s).

successfully completed at first mailing ( )
returned to student for revision ( )
successful after revision ( )
not successful; no revision requested ( )

comments: ____

____

Look for these skills, and others:

- Go to store: handle money, cross streets, read or remember things on shopping list.
- Ride bicycle on street: know traffic laws, safe bicycle riding habits, know how far they can go.
- Walk alone to friend's: cross streets, won't get lost, will behave at friend's home.
- Choose when to do homework: can figure out time schedule, can plan ahead.
- Own snack: can choose healthful foods, can use utensils safely, can clean up.

Record Sheet
Care for the School-Age Child cont.

Student: ______________________________

ACTIVITY 3. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

ACTIVITY 4. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

ACTIVITY 5. Place check(s) by appropriate statement(s).

successfully completed at first mailing	( )
returned to student for revision	( )
successful after revision	( )
not successful; no revision requested	( )

comments: ____

____

Make sure all school-age children's needs are met, including getting ready for school in the morning, an after school snack, chances to be physically active, quiet, and interested.

APPENDICES

Appendix A	Reference Chart
Appendix B	Caregiver Information Form
Appendix C	Orientation Letter
Appendix D	Instructor Form
Appendix E	Student Form
Appendix F	Memo Form
Appendix G	Telephone Information Form A
Appendix H	Telephone Information Form B
Appendix I	Telephone Information Form C
Appendix J	Suggestions for Course Organization
Appendix K	Samples of Student Recognition Forms

APPENDIX A

Copies of this Reference Chart can be made to accomodate the number of students you have.

RECORD OF PACKET MAILINGS AND TELEPHONE CONTACTS

	Orient. Letter	Family	Health	Space	Activity	Behavior	Food	Business	Special	Parents	Culture	Community	Growth	School Age
sent														
returned														

Student's name ____________ Phone Notes:

sent														
returned														

Student's name ____________ Phone Notes:

sent														
returned														

Student's name ____________ Phone Notes:

sent														
returned														

Student's name ____________ Phone Notes:

APPENDIX B

FAMILY DAY CARE INDEPENDENT STUDY COURSE

CAREGIVER INFORMATION FORM

Please complete this form and mail it by ______________________ .
date

Write your answers to all the questions. Then return the form to me at the following address:

Name ______________________

Address ______________________
(institution or group)

____
(street or route)

____
(city) (state) (zip code)

PART A: ABOUT YOU

1. My name is ______________________
(please print)

2. My address is ______________________

____

____

3. My telephone number is ______________________

OR

I don't have a telephone, but you can reach me by ______________________

____

____

For the questions below, choose the best answer and write it on the line:

4. My age is ______________________

- 16 to 25 years old
- 26 to 40 years old
- 41 or older

5. I have been caring for children ______________________

- 0 to 6 months
- 7 months to 3 years
- 3 years or longer

6. I care for children every day for about ______________________________

   - 1 to 4 hours
   - 5 to 8 hours
   - more than 8 hours

7. Check ( ) child care training you have had. You may check more than one answer.

______ high school course

______ community college or technical college course

______ workshops

______ t.v. programs on child care

______ home visits by a trainer

______ read Home Day Care packets

______ read books or magazines

______ day care association meetings

______ other day care training (give information)

____

PART B ABOUT YOUR CHILDCARE

8. The children I care for are:

Child's First Name	Child's Age

9. Five things I do with children are:

1) ____________________

____

2) ____________________

____

3) ____________________

____

4) ____________________

____

5) ____________________

____

10. I think the most important things for children to learn are:

1) ____________________

2) ____________________

3) ____________________

4) ____________________

5) ____________________

11. I help children learn by ____________________

____

____

____

____

12. If you are not currently caring for children what is your interest in taking the course? ____________________

____

____

____

APPENDIX C

Orientation Letter

Dear

Congratulations on your decision to take the Family Day Care Independent Study Course. Although you will be working on the course by yourself at home, as your instructor, I hope to be able to guide and help as you learn. This letter is to tell you how we will get started.

Let me explain, first, how the course works:

> The course is made up of 13 units which you will receive one at a time in the mail. The first is written to show you the pattern that all the other units will use. It tells you what each unit has in it and what it will look like. The twelve that follow will each be on a different child care topic, but will have the same form.
>
> Every unit has two parts - a STUDY GUIDE and PACKET. The packet is a folder filled with information and ideas and will be like a little text book for that unit. The study guide tells you how to use the packet and gives you Work Pages for doing it. You always begin your unit by reading the first page of the study guide.
>
> I will send you one unit at a time which you can study at your own speed. Some units will take you less time than others but it would be good if you could finish at least one every two months. If this doesn't work out, then we can talk together about what might make a better course schedule for you.
>
> When you finish all the activities on a unit, mail the Work Pages to me. I will read them, write or call you about how you are doing, then send the Work Pages back to you. In the same mail or soon after, the next unit will be sent to you.
>
> If you have questions while you are studying a unit or if you need to talk about an idea in a packet, you can telephone me "collect." If I am not in, you can leave a message and I will call you back. My telephone number and the best time for you to call are listed at the end of this letter on the INSTRUCTOR FORM.

Now, let's get to know more about each other.

To help you get the most from this course, you and I will be working together. We can do better if we know a few things about each other. I have already filled out my form for you, the Instructor Form. Please read it and keep it where you will be able to find it when you need it again.

You can help me by filling your form, the Student Form and sending it back to me. I need the information on this form to do a good job as your instructor.

Sincerely,

APPENDIX D

INSTRUCTOR FORM

My Name is ____

My Address is ____

____

____

____

(Use this address when you mail your work pages to me.)

My office telephone number is ____________________________

The best time to call me is ______________________________

____

If I am not in, then you should __________________________

____

____

Here is something else you might want to know about me. ____________

____

____

____

____

APPENDIX E

STUDENT FORM

HOW TO GET IN TOUCH WITH ME

My name is ____

My mailing address is ____________________________________

____

____

____

You can telephone me at this number ____________________________

this is my house _____ my neighbor's house _____

a friend's house _____ a relative's house _____

The best time to call me is ____________________________________

____

MY CHILD CARE PROGRAM

I care for ________ children.
(how many)

Their first names and ages are:

names	ages

I care for children at these times on each day:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

STUDENT FORM (continued)

SOME INFORMATION ABOUT ME

I was born on ____________________
month day year

I have been caring for children for about ____________________ (how long)

The last grade I finished in school was ____________________

Other training I have had in child care is: (List workshops, courses, books, or other ways you have learned about child care skills.) ______

____

____

____

Here is something else you might want to know about me (family, hobbies, interests, other things you like to do):

____

____

____

____

____

Some things I think I can do well are ____________________

____

____

____

Some things I would like to learn more about are ____________________

____

____

____

APPENDIX F

The memo form which follows may be copied onto whole or half sheets, colored paper, or to suit whatever needs you may have.

MEMO

MEMO

MEMO

APPENDIX G

Telephone Information Form A

Note - Check Student Form for best time to call.

Student ____________________ Instructor ____________________

Student's Phone ____________________

Date orientation letter sent ____________ Date Called ____________

My name is ______________________________. I am your instructor for the child care course being given to family child care providers by ____.
(Your agency or institution)

I received an information form from you and then sent you a letter. The letter explained how the course works, gave you some information about me, and included a student form for you to fill out and return to me.

I haven't received your form yet and I am wondering what your plans for the course are. (Pause. If no answer ask: Can I explain the course further?; Have you not made up your mind yet?; etc.)

________ student sent form already

________ student didn't get letter (check address)

________ student will send form

________ student lost forms, etc.

________ student doesn't want to continue (Is there a special reason you don't want to go on with the course?)

- ____ not interested
- ____ too busy
- ____ no time
- ____ family problems
- ____ other training
- ____ illness
- ____ not caring for children
- ____ doesn't need course
- ____ too much course work
- ____ other (specify)
  ____
  ____
  ____
  ____

Action by Instructor:

_____ send new letter _____ terminate student _____ call again

_____ wait for form to arrive

Comments ____

____

APPENDIX H

Telephone Information Form B

Note: Check Student Form for best time to call.

Student ______________________ Instructor ______________________

Student's Phone ________________

Date Unit Sent ________________ Date called ____________________

My name is ________________________. I am your instructor for the child care course being given to family child care providers by __________ ____.

(Your agency or institution)

I sent you a unit for you to work on, called ________________________ ____.

I haven't gotten this unit back from you yet. I was wondering if you needed more time, or if I could help you in any way. (Pause)

_____ student didn't get unit

_____ student already sent unit back

_____ student needs more time, but will send unit

_____ student lost unit; needs a new one

_____ student does not wish to continue (Is there a special reason you don't want to go on with the course?)

- ____ not interested
- ____ too busy
- ____ no time
- ____ family problems
- ____ other training
- ____ illness
- ____ not caring for children
- ____ doesn't need course
- ____ too much course work
- ____ other (specify) ________________ ________________ ________________

Action by Instructor:

_____ wait for unit to arrive

_____ call again

_____ terminate student

_____ send replacement unit

Comments ____ ____

APPENDIX I

Telephone Information Form C

Student ________________________ Instructor ______________

Date __________________________

Who made the call? student _____ instructor ______

Purpose of Call:

Action to be taken

By student:

By Instructor:

APPENDIX J

Suggestions for Course Organization

1. Two Courses:

Course 1: Family Day Care Management (7 packets)

This course provides the caregiver with basic information on managing a family day home. Included are practical suggestions for working with parents, keeping business records, providing a healthy and safe environment for children and making use of community resources.

Packets:

Family Day Care and You
Day Care as a Small Business
Working with Parents
Health and Safety
Good Food for Kids
One Land: Many Cultures
Community Help for Caregivers

Course 2: Building Quality in Family Day Care (6 packets)

This course provides information on how to set up the environment and activities in a family day home so that children benefit from the experience both emotionally and intellectually. The topics cover children of different ages and abilities.

Packets:

Space to Play and Learn
Growth and Development
Planning an Activity Program
Handling Behavior Problems
Care for the School-Age Child
Special Things for Special Kids

2. Three Courses:

For colleges on the quarter system, the 13 packets might be organized into 3 courses, following the example above.

3. Short workshops:

A group meeting could be extended by assigning one or two packets as a follow-up activity.

APPENDIX K

Sample of Recognition Form

SAMPLE

Dear Colleague:

In order to encourage homebased caregivers to participate in training, the Office of Day Care Services is distributing a letter of recognition to those caregivers who have received supervised training with the Family Day Care Training Packets. If you have conducted training with the Family Day Care Packets you may request that the Office of Day Care Services send letters of recognition to your trainees.

Please note that distribution of packets alone is not enough to warrant a letter of recognition. Training must accompany packets with follow-up by the trainer to insure that the caregiver has actually read the packet and done some of the activities.

The letter of recognition will record the names of the specific packets the caregiver has completed and the method of training used. Acceptable training methods include: group workshops or courses, on-site technical assistance, and the Family Day Care Independent Study Course.

Letters of recognition will be mailed by the Office of Day Care Services to the trainer filled out specifically for each caregiver. Each letter will bear the caregiver's name, names of packets completed, and a description for the training method. The letter will be signed by the Director, Office of Day Care Services, and by the trainer.

If you wish to apply for a letter of recognition for your trainees, fill in a copy of the enclosed form for each caregiver. Completed letters of recognition will be sent to you to sign and distribute to your trainees.

Sincerely,

SAMPLE

SAMPLE

APPENDIX K

Application for Letter of Recognition of Day Care Training with the Family Day Care Packets
(to be submitted by trainer only)

Date of this application ______________________________

Name of Caregiver ______________________________

Address of Caregiver ______________________________

Names of Packets completed:	Method of Training:	Date(s) of Training:

Name of Trainer ______________________________

Position & Agency ______________________________

Address of Trainer ______________________________

Method of training used (select one or more of these descriptors):

group workshops, on-site technical assistance, the Family Day Care Independent Study Course, other courses by a Community College, Technical Institute, or other organizations.

SAMPLE

PS 015579

Family Day Care

TRAINER'S RESOURCE MANUAL

by
Thelma Harms
Beth Bourland
Isabelle Lewis
Debby Cryer

Family
Day Care
Education Series

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University of North Carolina at Chapel Hill

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University of North Carolina at Chapel Hill

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North Carolina Department of Human Resources

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a grant from the Carnegie Foundation

FOREWORD

This manual was originally developed in 1982 as part of the Family Day Care Education Series with support from the North Carolina Department of Human Resources, Office of Day Care Services. During 1984-85, the material was revised under a grant from the Carnegie Corporation. Both phases of the work gained substantially from input by members of our advisory committees.

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During the initial field testing of the 13 packets which serve as the core reading for this manual, 94 North Carolina family day care providers participated in the field test. Then, during a week long workshop, 60 field staff members of various North Carolina day care agencies reviewed the packets and manual carefully. In addition, 8 reviewers from the Advisory Committee critiqued the manual.

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Dorothy Graham
Jan Keller
June Locklear
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With the help of a grant from the Carnegie Corporation, the packets, manual and independent study course were revised to make them suitable for national distribution. Beth Bourland coordinated the revision, ably assisted by Mary Rutala. Our competent secretarial staff for the various versions of the manual consisted of Ellen Rusten, Norma Locke and Donna Ray.

The staff of the Family Day Care Education Series wishes to thank all of these individuals who generously shared their skills, insights and knowledge with us, who carefully reviewed our work, and warmly supported our efforts at every step of the way.

Thelma Harms
Project Director

Beth Bourland
Project Coordinator

Chapel Hill, NC
1985

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SECTION I

INSTRUCTIONS FOR TRAINING

Family
Day Care

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University of North Carolina at Chapel Hill

Introduction

The purpose of the Family Day Care Trainer's Resourse Manual is to support trainers in the use of the Information Packets developed especially for family day care homes.

Through the use of this manual a trainer will:

1. Become familiar with the general organization and content of the packets.
2. Understand how the packets can be used with various training methods suitable for family day care providers.
3. Have access to a variety of training activities and resources.

Some Facts About Family Day Care Providers as Learners.

1. Training of family day care providers results in observable improvement in the quality of care.

The National Day Care Home Study (1981)[1] found that training positively influences the pattern of activities in family day care. "Caregivers who had some child care training tended to display more teaching, language/information activities, and music/dramatic play. Training was also associated with more comforting and less time away from the children."[2] These findings support the National Day Care Study's[3] earlier report that child care related training positively influences quality of caregiving in centers.

The challenge to us as trainers is to provide the most suitable materials and training approaches for homebased caregivers. In order to do this, we must keep in mind that caregivers are adults, and that adults have different needs for learning than children do.

---

[1] Divine-Hawkins, P. Family day care in the United States. (National day care home study final report, executive summary.) Washington, D.C.: U.S. Department of Health and Human Service, 1981.

[2] Divine-Hawkins, 1981, p. 33.

[3] ABT Associates, Inc. Children at the center: Final report of the National Day Care Study. Cambridge, Mass: ABT Associates, 1979

2. There are effective means for educating adults that trainers need to incorporate[4].

Adult learners want their teachers to recognize that they are capable of self-direction. Adults tend to resent training in which they lose their self-direction and do not want to be "treated like children," or talked down to. Showing respect for the adult learner as an adequate, equal adult is of prime importance.

Adult learners have a wide background of experience that must be accepted and included in training. Rejection of an adult's past experience can be seen as a rejection of the person himself. Since adults have many real experiences to which new learning can be attached, adults favor learning by doing.

Adults want to learn to be more competent in work roles. Clarifying required job skills helps adults recognize what they need to learn in order to fill in their knowledge. Adult committment to learning occurs when a learning opportunity coincides with a recognized need for knowledge.

Adults want to learn what helps them solve immediate problems. They are not as interested in accumulating knowledge for use in the future as they are in learning what they need to know right now. Applied rather than theoretical learning appeals to adults.

3. Family day care providers have some special characteristics to consider in designing training.

Many family caregivers have relatively little formal education. In a in North Carolina[5] study 52% of the Individual Child Care Arrangement providers, that is people who cared for children from one family, and 36% of the family day care home providers said they had less than a High School diploma. In the National Day Care Home Study it was found that even though a majority of caregivers had completed high school, nearly 1/5 of those surveyed had an education of 8th grade or less.

---

[4] Knowles, M. The adult learner: A neglected species. Houston, TX: Gulf Publishing Company, 1978.

[5] Clifford, R.M., Richey, T., Cryer, D., & Bourland, E.M. Field test report of the homebased day care training project. Chapel Hill, NC: Frank Porter Graham Child Development Center, 1982.

Homebased caregivers have had relatively little child care related training: In the same North Carolina study, 92% of the ICCA's and 12% of the family day homes said they had never attended a workshop. 3% of the ICCA's and 30% of the family day care homes said they went to workshops only once or twice a year. Nationally it was found that less than 33% of all regulated providers had received any training in child care. The percentage was even smaller for unregulated caregivers. The only group of providers reporting some degree of training in the field of child care was the sponsored caregivers.

Homebased caregivers are busy with children long hours each day. Caring for children 8 -11 hours each day was reported by 69% of the ICCA's and 88% of the family day homes in North Carolina. The national study reported that almost 70% of all children studied were in care for 30 or more hours a week. Care arrangements were usually made up of a 5 day week where the provider cared for children on an average of 9-10 hours a day.

The implications of these facts for the design of effective training materials are clear:

1) Family day care materials need to be easy to understand;
2) They need to give practical entry level information on a wide range of child care related skills;
3) They should be capable of independent use by caregivers in the home.

Topics and Key Concepts of the Family Day Care Packets

Each packet in the Family Day Care Training Program contains at least six different items all on a single topic. The topics cover basic child development and early education information. The following is a list of the key concepts in each of the Family Day Care Packets. These concepts provide a good introduction to the range of ideas dealt with in the packets.

"Family Day Care and You"

Family day care is a profession.
People who care for children from other families are doing important work.
Caregivers need lots of resources to do their job well.
This training program is for getting useful information to caregivers.

"Growth and Development"

Most children follow a regular pattern of growth.
Children differ in the speed in which they grow.
Language is one of the most important things in a child's overall development.
Each child has his or her own strengths and weaknesses.

"Health and Safety"

Your home must be made physically safe for children.
You must learn what you to do in emergencies, and have at hand what you will need.
Children need to learn the importance of health and safety rules.
Considering the children's emotions and attending to their feelings are part of caring for their health.

"Space to Play and Learn"

Setting up your home to meet children's needs is important in giving quality child care.
Children need comfortable places to play, explore, and learn, both indoors and outdoors.
Good organization can make the most of the space and equipment you have.
A home that is well set up makes life easier for the caregiver's family and the day care children.

"Planning an Activity Program"

You need to organize time, people and supplies if things are to go well and children are to learn and enjoy.
Children need a routine that carries over from one day to the next, but that allows for new, different things to take place, too.
Children learn from "real life" activities that go on everyday in a home or neighborhood.

"Handling Behavior Problems"

A child acts up for a reason, not just to be bad.

You are more able to help a child when you understand why she is acting up.

The best way to handle a problem is by not being too strict or too easy with the child.

A child can be more responsible for what he does if he feels good about himself.

Knowing more about common behavior problems children have can help you understand that acting up is a normal part of growing up.

"Good Food for Kids"

Lifelong eating habits start in early childhood so you should help a child get a good start.

You need to plan what you serve children because those foods are as important to their health as what they eat at home.

Healthful snacks are as necessary as healthful meals for children.

Children enjoy and learn from activities with foods.

"Day Care as a Small Business"

Keeping records is important in family day care.

Since family day care is a small business, you must file some tax forms.

Day care providers must maintain certain regulations.

Parents need to know about the rules for day care in your home.

"Special Things for Special Kids"

Children with special needs are more like other children than they are different from them.

It is important to identify handicaps as early as possible.

Handicapped children need to be encouraged to help themselves as much as they can.

Handicapped children learn through the same kinds of experiences that normal children learn from, so as a day care provider, you already know many ways to work with handicapped children.

"Working with Parents"

Parents want to do a good job with their children. You can help.

Children are happier and learn better when you and their parents understand each other and work together.

Not all families are the same.

Parents can take part in their children's care in many ways.

"One Land: Many Cultures"

All people are the same in many ways but different in some ways.

People feel best when they are understood by others.

Understanding others begins with understanding yourself.

You can do many things to help a child learn to respect and enjoy people who are different.

"Community Help for Caregivers"

Everyone needs help sometime.
Your community offers many free or low cost services for caregivers and parents.
Some community services offer things for children (like libraries and playgrounds), others offer help for parents and caregivers (such as mental health, health care and social services).
In order to make use of these services, you may need to reach out and make the first contact.

"Care for the School-Age Child"

School-age children are developing many of the skills and interests that will be a part of their adult lives.
At this age children can take more responsibility for themselves, but they still need lots of supervision and care.
It is important for school-age children to do things with friends and others their own age.
Children at this stage have strong interests in lots of things, but their interests change often.

The Self-Instructional Format

Each packet contains a simple user's guide to the contents. It is in the form of a letter from the authors and is printed on the folder pockets. The first part of this letter contains several statements defined as key concepts, or the most important ideas for the caregiver to understand. The second part of the letter tells what each piece of the packet contains. The packet pieces divide themselves easily into two groups: those from which the caregiver learns by reading for information; and those from which the caregiver learns by doing something.

Group one, reading for information, is inserted into the left pocket, and includes:

- a core booklet written by the author(s) with the main message
- one or more additional pamphlets that give more information

Group two, learning by doing, is inserted into the right pocket, and includes:

- a card with activities to do with children, called "Something for Children"
- a slip which suggests an activity for the caregiver, directly related to her program, called "Something for Yourself"
- a slip which involves the caregiver in some activity with parents, called "Something for Parents"
- a sheet which lists things the caregiver can do to seek more information, called "When You Want to Know More"

All the pieces in each packet are numbered and keyed to the user's guide printed on that folder. The general order of numbering is the same, always with the core booklet as #1, followed by the information pamphlets, then the doing card and slips and the resource sheet last. However, since the total number of pieces varies from packet to packet, the printed number on equivalent inserts will not always be the same. A graphic representation of this description of the packets is given in Figure 1, on the following page.

Figure 1

A REPRESENTATION OF THE FAMILY DAY CARE PACKET CONTENTS

READ THIS FIRST
a letter from the author which lists the packet's goals and provides a simple user's guide to the contents

CORE BOOKLET
a booklet written by the author with the main message

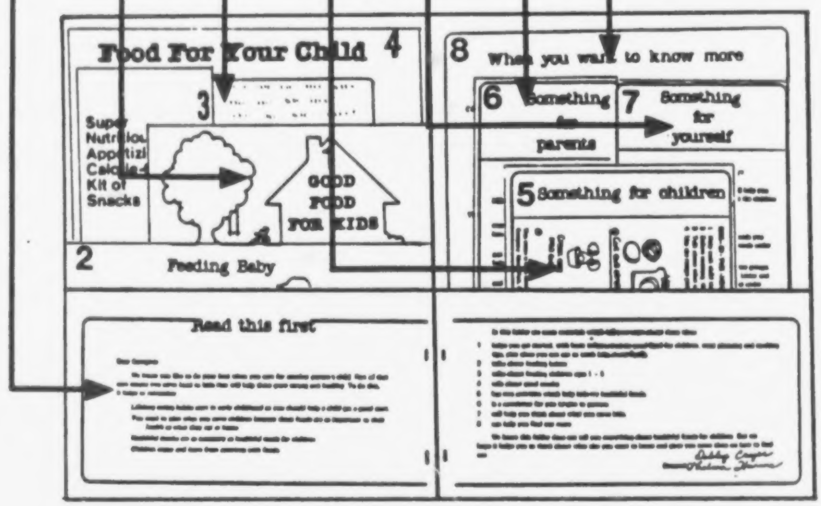
PAMPHLET
one or more pamphlets based on outside sources or written by the author(s)

SOMETHING FOR CHILDREN
a card with activities to do with children

SOMETHING FOR YOURSELF
a slip which suggests an activity for the caregiver, directly related to her program

SOMETHING FOR PARENTS
a slip which involves the parent in some activity with the day care home

RESOURCE PAGE
a sheet which lists things the caregiver can do to get more more information beyond this packet


Food For Your Child
4
3
Super Nutritio
Appetizi
Calcium
Kit of
Snacks
GOOD FOOD FOR KIDS
2
Feeding Baby
8
When you want to know more
6
Something for parents
7
Something for yourself
5
Something for children
Read this first

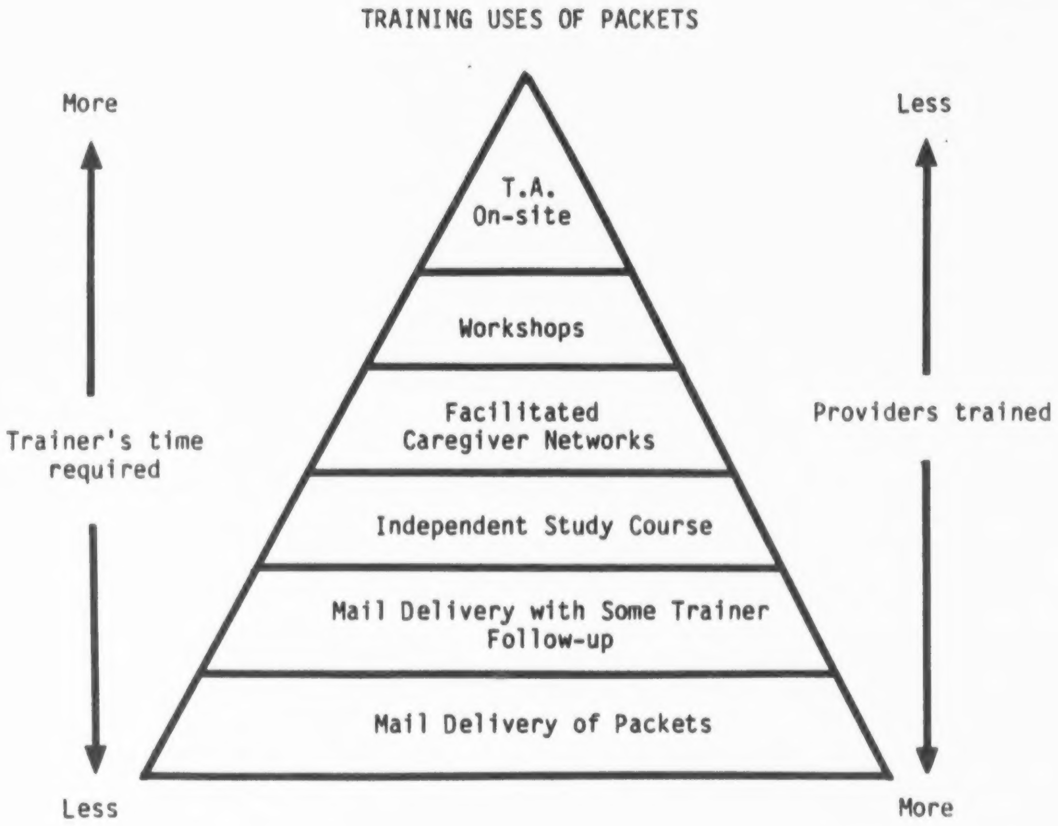
BEST COPY AVAILABLE

Recommended Uses of the Packets in Training

The packets were designed to be used in many different training formats. Although they are self-instructional in nature and lend themselves to independent use at home by caregivers, this should not be taken to mean that the packets will "teach themselves." Contact with people who serve as trainers or facilitators of learning can increase the impact of information on caregivers. The effectiveness of these packets, like any other training material, depends on the caregiver's motivation to learn, willingness to spend time getting new ideas, and ability to apply these ideas to her own setting.

The reality of day care is that each locality will have different amounts of training resources. In some states there will be staff members already engaged in training who visit family day care facilities frequently, while in other states few if any visits occur. Community Colleges and Technical Institutes may be available in some communities while a Correspondence or Independent Study Course is the best way to reach caregivers in other communities. The diagram in Figure 2 shows different training formats and relates amount of trainer time required to number of providers trained. It serves to suggest varying training formats that can be used with the packets.

Figure 2


TRAINING USES OF PACKETS
More
Less
T.A. On-site
Workshops
Facilitated Caregiver Networks
Independent Study Course
Mail Delivery with Some Trainer Follow-up
Mail Delivery of Packets
Trainer's time required
Providers trained
Less
More

A description of these training formats, with some of the advantages and disadvantages of each, follows:

Mail delivery of packets: Reaches most providers with the least trainer time expenditure. However, this training approach depends for its effectiveness on trainee motivation to learn and independent learning skills.

Mail delivery with some trainer follow-up: Combines use of the self-instructional characteristics of the packets with follow-up to stimulate motivation and provide help. A variety of follow-up efforts are possible including TV programs, audio-visual materials, additional print materials, phone conversations, visits to the home, and group meetings.

Correspondence or independent study course: Provides clear guidance in using the packets as well as repeated feedback from the instructor, usually by mail. Group meetings and phone interaction may be used in addition to written communication. The completed study guide serves to document what was learned. An Independent Study Course for use with these packets is available.

Facilitated caregiver networks and support groups: Child Care Food Program Sponsors and Family Day Care Home Associations that provide support for family day care providers can incorporate the packets into their training systems.

Workshops with clusters of caregivers: The packets can be used to structure workshops and then be given as handouts after the workshops. The workshops could include media presentations and display materials. Time for discussion and group interaction is a valuable part of the workshop format. However, getting sufficient attendance may prove difficult, especially if the caregiver does not have a back-up person to leave with the children, or if child care is not provided at the workshop.

On site technical assistance: This is the most costly form of training, but the only one that gives the trainer a chance to observe the caregiver in action. The trainer may also model techniques on site for working with young children. The packets provide an educational extension of the direct contact between trainer and caregiver, and can be left for independent use by the caregiver.

General Suggestions for Training

1. Select trainees who seem motivated, will stay with day care long enough to make training cost-effective, and who are able to read on at least a 5th-6th grade reading level.

2. Add your own local materials to the appropriate packets. Then, introduce the packets by bringing one or two along during a visit, or make contact by letter or telephone to introduce the packets before sending any packets by mail.

3. Leave or send the packets with the understanding that the caregiver may call you to discuss the material. Include an introductory letter similar to the sample given in Appendix C.

4. If possible, arrange to follow up after the caregiver has completed a packet by talking about the results of the "learning by doing" section. What did the caregiver find successful? What didn't work? Did she use the parent activities? How did the parents respond?

5. Leave or send additional packets only after a follow-up call about the first packets.

6. Arrange for the caregiver to participate in a few group training experiences whenever possible. If a Community College or Technical Institute is available, contact them to see whether they might want to give a family day care course using the packets. If you are providing training using the packets, try to bring people together in a group session. Contact with others who are also using the packets at home helps make the work seem more important and builds a professional identity.

7. When it seems appropriate for a caregiver to take an independent study course at home, make arrangements to help the caregiver enroll in the course developed for use with the Family Day Care Training Packets. In order to take the Family Day Care Independent Study Course a caregiver should a) be working with children in her own home or be willing to go to another care provider's home to have contact with children, b) have at least a 6th grade reading and writing ability c) be willing to follow through at her own pace, with the full series of 13 independent study units, one for each packet.

8. Use packets to conduct workshops, building the structure of the workshop on the information in the packet. Each participant can be given a packet as the workshop handout and instructed in the use of the packet at home. Activities and media suggested in Section II of this manual can be used to complete the workshop.

9. Give recognition to a caregiver who uses the packets in any training format to improve her knowledge. Caregivers who take Community College or Technical Institute courses will get recognition through course credit. The Independent Study Course could be offered so that it leads to a certificate. Do whatever you can as a trainer to let caregivers know that learning about

child care can lead to improvements in their facilities. Whenever possible, visit to look at the improvements caregivers are making and comment on their efforts. Personal attention by the trainer is a powerful motivator.

The remainder of this manual gives specific information for trainers about resources they can use in training.

Section II contains training activities and numerous print and media resources for each of the Family Day Care Packets. The Appendices give further information to help trainers individualize training.

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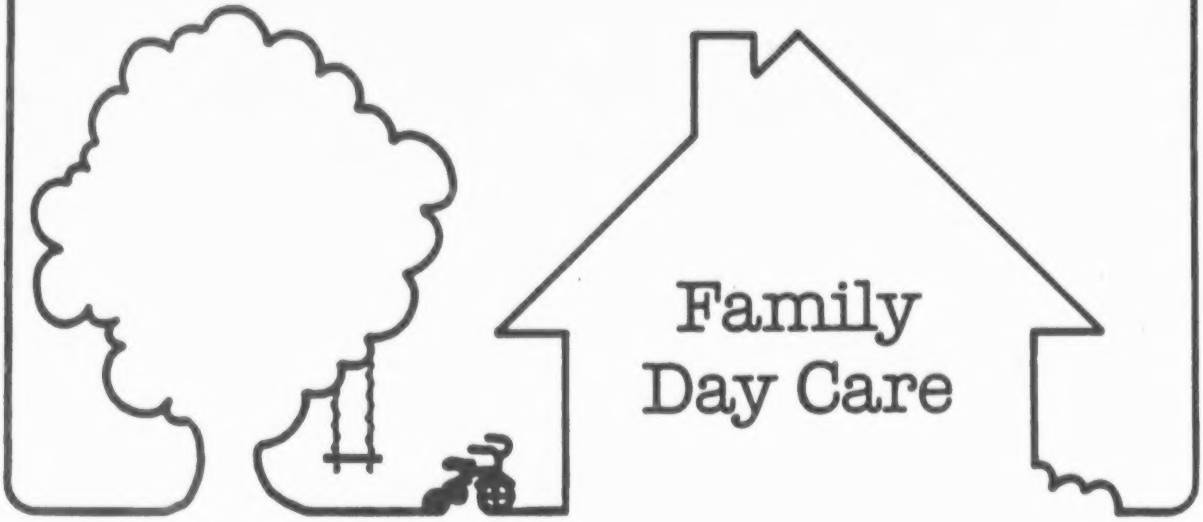
SECTION II

IDEAS & RESOURCES FOR TRAINING



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Unit Organization

The following training units are meant to provide ideas for introducing and expanding the content in each of the Family Day Care Education Series packets. Each unit deals with one packet, and includes:

a. Training Activities, plus Training Activity Handouts

b. Content Resources to supplement the content area of the packet

c. Family Day Care Resources, specifically written for family day care providers

d. Media Resources

General Resources Bibliographies

Following the 13 training units is a General Resources Bibliography, which gives complete publication information on training materials for family day care. This bibliography includes resources for use by providers and trainers. More complete publication information can be found in this bibliography to help you locate those materials necessary for your training.

Family Day Care and You

Family
Day Care

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Family Day Care and You
Training Activities

Activity 1: What Does It Take?

Trainer needs:

- one form for each participant (Training Activities Handout #1)

Trainer does:

Talk briefly about the role of a caregiver. Discuss the responsibilities you take on when you care for children in your home and why it is more than just babysitting.

Pass out a form to each caregiver and read through the directions together. Take about ten minutes to fill out the forms and then ask the participants to share their answers with each other. Lead a discussion focusing on the many different skills needed to be a child care provider.

Activity 2: Number, Please

Trainer needs:

- several local telephone books
- one form for each participant (Training Activities Handout #2)

Trainer does:

Tell providers that the purpose of this activity is to find and share resources which might be helpful in family day care. Pass out the forms and telephone books. Ask the providers to complete their form and find a phone number for each entry. When they have finished their lists ask them to share their own resources and list them under "other." Talk about the many ways to use the phone book and its parts. Be sure to cover:

1. the operator - for help
2. information - for a free number directory
3. the yellow pages - for classified listings by title
4. the white pages - for name listings
5. the first few pages - local resources, telephone services, and long-distance information

Family Day Care and You
Training Activities Handout #1

What Does It Take?

The skills you need to be a good caregiver are more than playing games and feeding children. Below are listed a number of skills. Which of these do you think a family day care mother might need to know how to do?

___ find the county day care person
___ talk easily to strangers
___ sew on a button
___ draw a valentine
___ sing a song to swing to
___ find glass in the grass
___ drive a car full of kids
___ make colored play dough
___ find the nearest library
___ read a thermometer
___ go to a workshop on discipline
___ know who else keeps kids
___ make temporary fence repairs
___ build a tree swing
___ make a kite tail
___ recognize poison ivy
___ bake a special cake
___ keep calm through a hassle
___ fill out an income tax form
___ find things for doll house furniture
___ find someone to help out
___ tolerate dirt and mess
___ fold laundry with a toddler's help
___ share your feelings with a child
___ help an infant look around
___ love her with a dirty face
___ be patient until he's finished
___ recognize a hearing problem

___ take a first aid course
___ know where to get free wood blocks
___ keep an expense record
___ take out a splinter
___ help a choking child
___ sing a lullaby
___ saw a piece of wood
___ find good food sales
___ give prescription medicine
___ discipline without hitting
___ make a paper chain
___ remember a child's birthday
___ treat a burned finger
___ know what to do for a broken leg
___ balance a budget
___ plan a week's menu
___ fix a zipper
___ react to a temper tantrum
___ find a lost mitten
___ be able to make up a story
___ sometimes laugh at spilled milk
___ love him when he's messy
___ cook dinner and watch the kids
___ make a cat puppet
___ know when not to punish
___ find emergency help by phone
___ look for information
___ know how to call the child's mother
___ talk to an uncooperative parent
___ know the nearest fire station number

Number, Please

Office for free health pamphlets ____________________

Phone No. __________

Place for good nutrition information ____________________

Phone No. __________

An adult training program available to me ____________________

Phone No. __________

Fast ambulance service to my house ____________________

Phone No. __________

The closest library I can use ____________________

Phone No. __________

A place we can visit for a field trip ____________________

Phone No. __________

Other:

1. ____________________

Phone No. __________

2. ____________________

Phone No. __________

3. ____________________

Phone No. __________

4. ____________________

Phone No. __________

5. ____________________

Phone No. __________

Activity 3: I Can Do It

Trainer needs:

-one form for each participant (Training Activities Handout #3)

Trainer does:

Lead a discussion about how everyone is really good at doing something. We all have special talents; some caregivers can put together a great meal from almost nothing, some can rake the yard until it looks like a leaf never even fell, and still others can sew on a button so even a wild four-year-old can't pop it off. Talk about how these skills might be helpful in the role of a caregiver (i.e., raking to keep the yard safe from broken glass or other sharp objects, sewing buttons on a sock puppet for his eyes, etc.).

Pass out the forms and give the providers a few minutes to fill out Part I. Then go around the group and ask each caregiver to read what she has written for a and b. When each provider finishes her own comments ask the others in the group to make suggestions for her to add in c.

After going around once and helping the caregivers to feel good about one special thing, repeat the activity by completing Part II. This step-by-step method helps the participants with low self-esteem to gain confidence in themselves and allows new inspiration by hearing ideas from others.

Family Day Care and You
Training Activities Handout #3

I Can Do It

Part I:

a. I am really good at ______________________________

____

b. As a caregiver, this can help me to ____________________

____

____

c. Others think it can help me _________________________

____

Part II:

a. I am really good at ______________________________

____

b. As a caregiver, this can help me ______________________

____

____

c. Others think it can help me _________________________

____

Activity 4: Becoming a Professional

Trainer needs:

- one copy of Packet Piece #3 "Family Day Care as a Profession" for each participant
- one form for each participant (Training Activities Handout #4)
- copies of recent child care journals, magazines or articles
- an address list of local, state and national child care organizations to join or support

Trainer does:

Lead a short discussion with the participants about the many reasons family day care is more than just "baby sitting." Talk about why it is a profession as you discuss some of their responsibilities as a professional child care provider running a small business.

Pass out a copy of Packet Piece #3 and the Training Activities Handout #4 to each participant. One by one, talk about the 5 steps to "becoming a pro." As you talk about each step ask the caregivers to fill out their form with:

1) something they already do or know that shows their professionalism

2) a goal of something more they would like to do or know

After the participants have completed their forms let them browse through the child care journals, magazines and articles. Encourage them to copy down the names and addresses of the professional organizations so they can contact them for more information.

Family Day Care and You
Training Activities Handout #4

Becoming a Professional

1. A Pro knows the rules.

Something I know now: ______________________________

____

Something I want to know: ______________________________

____

2. A Pro keeps learning.

Something I do now: ______________________________

____

Something I want to do: ______________________________

____

3. A Pro joins with other pros.

Something I do now: ______________________________

____

Something I want to do: ______________________________

____

4. A Pro gets qualified.

Something I do now: ______________________________

____

Something I want to do: ______________________________

____

5. A Pro gets respect.

Something I do now: ______________________________

____

Something I want to do: ______________________________

____

Family Day Care and You
Content Resources

1. Child development series: Day care. Washington, D.C.: U.S. Department of Health, Education and Welfare (series of pamphlets).
2. Galinsky, E. and Hooks, W. The new extended family. Boston, MA: Houghton Mifflin Co., 1977.
3. Murphy, L. and Leeper, E. Caring for children series. Washington, D.C.: U.S. Department of Health, Education and Welfare (series of pamphlets).
4. TAPP Associates. Day care is more than babysitting. Washington, D.C.: Creative Associates.

Family Day Care and You
Family Day Care Resources

More complete bibliographical information for the books listed below can be found in the General Resources Bibliography.

1. At Home with Children (Valenstein, 1975)
   Part 1 "A Resource Book for Family Day Care"
2. Caregiver Handbook (Rodriguez, 1976)
   Chapter 1 "Planning Your Day Care Service"
   Chapter 5 "More Help"
3. Caregiver Self Evaluation (Rodriguez, 1976)
4. Caring for Children Today (Day Care Training System Project, 1979)
   Section 1 "Deciding -Is It for Me?"
5. Day Care #9: Family Day Care (Seefeldt, 1973)
   Section II, Chapter 1 "Practical Considerations Before Offering Family Day Care in Your Home"
   Section II, Chapter 2 "What to Expect When Beginning a Family Day Care Home"
6. Family Day Care--Resources for Providers (Squibb, 1976)
   Chapter 1 "Family Day Care and Registration"
7. Family Day-to-Day Care (West, 1980)
   Part V "Specializing Your Family Day Care Business"
   Part VII "Promoting Family Day Care"
8. Guide for Family Day Care (E.I.D. Associates)
   Chapter 1 "Introduction to Family Day Care"
9. How to Start and Operate a Day Care Home (Durham Day Care Council, 1979) Chapter II "Getting Started"

10. Iowa Family Day Care Handbook (Iowa State Univ. Child Development Training Prog., 1979)
    Chapter 1 "Introduction to Family Day Care"
    Chapter 2 "Getting Started in Family Day Care"

11. When You Care for Children (Pitts, 1981)
    Chapter 1 "Understand Children"
    Chapter 7 "Think Before You Decide"

Family Day Care and You
Media Resources

1. Caregiver's Personal Needs
   Infant and Day Home Care Module 65
   Texas Department of Human Resources

   Short slide/tape gives tips on how a home day care provider can best handle her own needs; for example, getting enough rest and exercise, planning a realistic schedule. Includes script, caregiver's resources, and consultant's resources.

2. Choosing Child Care
   Toys 'n Things

   Filmstrip/tape (11 mins.) discusses what parents should look for in a day care situation. Lists items which a good, professional child caregiver should provide. Trainer's guide included.

3. Just Like a Family
   by June Sale, Yolanda Torres, Elizabeth Prescott

   Filmstrip/tape (approx. 10 mins.) gives an overview of different home day care settings, as described by the providers. Each child caregiver tells how she meets the needs of children in her own way. This presentation would work well as a discussion starter in which providers look at their own settings and compare them to others.

Growth and Development

Family
Day Care

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Growth and Development
Training Activities

Activity 1: Bucket of Fun

Trainer needs:

-a bucket of different toys

Trainer does:

Collect a group of toys and put them in a large bucket or box. Make sure that you have at least 10-15 different toys which are appropriate for a wide range of ages (from infant through school-age). Bring out the toys, one at a time, and talk about which toys are appropriate for the ages below and why.

1. infant (0-12 months)
2. toddler (1 and 2 years old)
3. pre-school (3, 4, and 5 years old)
4. school-age (6 years and older)

Activity 2: What Can I Use This For?

Trainer needs:

-one list for each participant

Trainer does:

Make a copy of the list below for each person in your workshop.

pots and pans
blunt cooking utensils
plastic tubs
measuring cups
paper bag
paint brushes
ice cube trays
clothes pins
laundry basket
ladder
pail and shovel
garden hose
shoe boxes
a roll of masking tape
plastic bottles and caps
muffin tins
balls
sponges

Ask the caregivers how each item could be used with:

1. an infant
2. a toddler
3. a pre-schooler
4. a school-age child

Try to get more than one answer for each item. Encourage the caregivers to try out the new ideas they learn in their own day care home.

Activity 3: How Old Am I?

Trainer does:

Read the description of the children below and ask the caregivers to guess how old each child is. Begin a discussion as to why that age was chosen. Encourage the caregivers to see how much they already know just by caring for their own day care kids. If caregivers have difficulty, help them read through "Children, Children, Children," the pamphlets in Packet Piece #2.

1. Katie is able to run a lot better this year, but she still falls down every now and then, especially if she gets going a little too fast. She is learning many new words and just loves to imitate things that you say to her. Katie likes to play with lots of toys, but she just can't seem to stay with one thing for a very long time. Sometimes Katie's mom gets very tired of her little girl's bad behavior, but she knows that this is just a stage that almost every child goes through and next year will be better. Mom has learned that Katie doesn't understand how to share yet, so if other little children come over to play, she tries to have more than one of each toy out for them to play with.

2. Tyrone is an active little boy who just never seems to sit still. He loves to run, jump and climb trees while pretending to be someone new and exciting. He continues to amaze his mom with all the new words he is learning, especially those slang words. She can't imagine where he has heard them. Tyrone gets very silly sometimes and just loves to say these slang words to get more attention. His favorite question this year is "Why?" "Why is the sky blue?" "Why do I have to wear shoes?" "Why does Daddy wear a hat?" He seems to never stop asking why, even when you have given him an answer!

3. Jerry is beginning to walk this year and seems to get into just about everything. He likes to look at things in his room when you ask him where they are, and he can even tell you some of their names. Jerry loves to sit in his high chair now since he is learning to feed himself. Small pieces of cheese, fruit slices, and bits of cereal are his favorite because they are easy for him to pick up.

Answers: Katie is about 2 years old.
Tyrone is about 4 years old.
Jerry is about 1 year old.

Activity 4: Ages and Stages

Trainer does:

Ask the caregivers to tell you the ages of children in their care. Then start a group discussion by having those who care for infants tell you three things that each of their infants can do. Talk about the ways these children are the same and the ways that they seem different.

Carry on with a discussion about toddlers (1 and 2 year olds), pre-schoolers (3, 4, and 5 year olds), and school-age children. Discuss ways each group of children is the same or different.

When you have talked about all age groups, sum up the discussion by reviewing those things said. Show the caregivers how these patterns fit into a developmental sequence. Encourage the caregivers to share their ideas with each other and guide them into seeing how much they already know about child development just from observing their own day care kids.

Growth and Development
Content Resources

1. Braga, L., and Braga, J. Learning and growing: A guide to child development. New Jersey: Prentice-Hall, 1975.
2. Brazelton, T. B. Infants and mothers: Differences in development. New York: Dell Publishing Co., 1969.
3. Brazelton, T. B. Toddlers and parents: A declaration of independence. New York: Dell Publishing Co., 1974.
4. Caplan, F. First twelve months of life. New York: Bantam Books, Inc., 1978.
5. Caplan, F., and Caplan, T. Second twelve months of life. New York: Bantam Books, Inc., 1980.
6. Highberger, R., and Schramm, C. Child development for day care workers. Boston, MA.: Houghton Mifflin, 1976.
7. Leach P. Your baby and child from birth to age five. New York: Alfred A. Knopf, Inc., 1977.
8. Robertson, A., & Overstad, B. Infant-toddler growth and development. St. Paul, MN: Toys 'N Things Press, 1979.

Growth and Development
Family Day Care Resources

More complete bibliographical information for the books listed below can be found in the General Resources Bibliography.

1. Caregiver Handbook (Rodriguez, 1976)
    - Chapter 3 "Operating Your Day Care Service"
    - Chapter 5 "More Help"
2. Caring for Children Today (Day Care Training System Project, 1979)
    - Section 3 "Understanding Children"
    - Section 7 "Helping Children Grow and Learn"
3. Day Care #9: Family Day Care (Seefeldt, 1973)
    - Section II Chapter 3 "Developmental Needs of Children"
4. Family Daycare Exchange (Pinsky, 1981)
    - "Infants and Toddlers"
    - "Motor Development and Activities"
5. Family Day Care Provider Handbook (Home Day Care Program, 1979)
    - Chapter 11 "Social Development"

Growth and Development
Family Day Care Resources

6. Family Day Care Training Materials (TAPP Assoc., 1977)
    "Child Growth and Development: Young Children"

7. Family Day-to-Day Care (West, 1980)
    Part I "Child Development, from Love to Guidance"

8. Home Caregiver Manual (Smith, 1980)

9. Iowa Family Day Care Handbook (Iowa State Univ. Child Development Training Prog., 1979)
    Chapter 6 "The Children"
    Chapter 7 "Caring for Infants in the Day Care Home"

Growth and Development
Media Resources

1. Person to Person: Talking with Children in Home Day Care
   Written and directed by Thelma Harms and Debby Cryer
   Produced by Cornelia Lee
   Frank Porter Graham Child Development Center

   Short slide/tape developed to supplement the Growth and Development packet. Discusses many ways home caregivers can help children learn to talk, including ideas for dealing with infants, toddlers, and preschoolers.

2. The Effective Parent
   The Parent as Teacher by Diane K. Bert
   Parent's Magazine Films, Inc.

   A set of five filmstrip/tapes (5-10 mins. each), two of which are especially relevant to family day care providers.

   a. Learning Foundations
      Describes infants' first learning, and how adults can enhance infants' experiences.

   b. Language Development
      Shows how adults can talk to a child to teach language.

3. Bringing Up Children, A How-To Guide for Parents and Caregivers Health Care by Ira J. Gordon, Joanne Patray, and William Patray

One of the filmstrip/tapes in this set of five is appropriate support material in this area:

The Wide Range of Normal
Emphasizes that although there is an "average" baby, most babies differ somewhat, but are still normal. Gives milestones to watch for in a child's development; suggests when to seek outside help.

Health and Safety

Family
Day Care

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Health and Safety Training Activities

Activity 1: Remember When . . .

Trainer does:

Have participants recall a minor accident that frightened them as a child. Ask them to think back and try to remember what it was about the accident that frightened them (the sight of blood, the pain, another child screaming, fear of dying, etc.). Lead the group in a discussion to explore ways a similar situation could be handled to avoid the same fears in a child. Talk about these things in relation to their own child care programs.

Encourage participants to contribute experiences one by one. The value of this exercise is in the discussion, and it should be kept to one single experience at a time.

Activity 2: The Heimlich Maneuver

Trainer needs:

- one completed and signed copy of the certificate for each participant (see certificates on following page).

Trainer does:

Arrange for a teacher from the health department, local hospital, local American Red Cross or fire station to give instruction on the Heimlich Maneuver or CPR training.

When arranging the session with the instructor, ask if his/her group gives a certificate for such training. If not, ask if he/she would be willing to sign one you supplied. If so, make copies of the attached certificates to complete, sign, and give each participant in the training.

If any caregiver has already received such training, ask her to assist in training the others.

THIS IS TO CERTIFY

that ______________________________, caregiver, on ____________________ 19__

received training in the

HEIMLICH MANEUVER

for

Life Saving

____
Family Day Care Program Trainer

____
Lifesaving Trainer

THIS IS TO CERTIFY

that ______________________________, caregiver, on ____________________ 19__

received training in

CPR

for

Life Saving

____
Family Day Care Program Trainer

____
Lifesaving Trainer

Activity 3: An Alphabet of Safety

Trainer needs:

- paper
- chalkboard and chalk (or other large writing surface to record group answers)

Trainer does:

Pass out paper for the caregivers to take notes and record the answers given. If a chalkboard is available record each answer for all to see and copy.

This game can be played in either of two ways. Both are listed below. Whichever way you choose, keep it simple and the statements short. This will allow more time for each participant to contribute her ideas.

1. Ask the caregivers to go around the room and state a safety rule for each letter of the alphabet. Start with "A" (i.e., "Attic stairs should be well lit"). Continue, having each provider in turn state one rule for the next letter.

2. Ask the caregivers to go around the room one-by-one and name something for each letter that could create health or safety problems in the day care home (i.e., A - attic stairs, M - matches, etc.).

Activity 4: A Mini First-Aid Course

Trainer needs:

- a guest trainer, who is qualified to teach a basic first-aid course (a nurse, a rescue squad worker, etc.)

- any materials required by the guest trainer

Trainer does:

Plan well ahead of time to have a qualified trainer give an introductory first-aid session to your group.

Make sure to tell the trainer that your participants are family day care providers, who care for young children. Tell the trainer the ages of the children in care, the length of your training session, and describe any special needs which have been expressed by trainees. Make sure to find out whether the trainer requires any supplies you can provide.

Health and Safety
Content Resources

1. Green, M. I. A sigh of relief. New York, N.Y.: Bantam Books, 1977.
2. Product safety fact sheets. Washington, D.C.: U.S. Consumer Product Safety Commission.
3. Robertson, A. Health, safety and first-aid training guide. St. Paul, MN: Toys 'N Things Training and Resource Center, Inc., 1980.
4. Totty, A. Emergency care procedures. Raleigh, N.C.: N.C. Department of Human Resources, Office for Children, 1975

Health and Safety
Family Day Care Resources

More complete bibliographical information for the books listed below can be found in the General Resources Bibliography.

1. At Home with Children (Valenstein, 1975)
   Part 1 "A Resource Book for Family Day Care"
2. Caregiver Handbook (Rodriguez, 1976)
   Chapter 1 "Planning Your Day Care Service"
3. Caring for Children Today (Day Care Training System Project, 1979)
   Section IV "Keeping Your Children Safe"
   Section V "Developing a Health Program"
4. Day Care #9: Family Day Care (Seefeldt, 1973)
   Section II, Chapter 2 "What to Expect When Beginning a Family Day Care Home"
5. Facts and Fancies (Hemmings, 1976)
   Section 4 "Bugs, Burns and Bandages"
6. Family Daycare Exchange (Pinsky, 1981)
   "Health and Safety"
7. Family Day Care Provider Handbook (Home Day Care Program, 1979)
   Chapter 2 "Safe and Healthy Day Care Home"
8. Family Day Care--Resources for Providers (Squibb, 1976)
   Chapter 6 "Safety"
9. Family Day Care Training Materials (TAPP Assoc., 1977)
   "Health, Nutrition and Safety"

Health and Safety
Family Day Care Resources

10. Family Day-to-Day Care (West, 1980)
    Part VI "Health and Insurance"

11. Guide for Family Day Care (E.I.D. Associates)
    Chapter 13 "Health, Safety and First Aid"

12. How to Start and Operate a Day Care Home (Durham Day Care Council, 1979)
    Chapter IV "Health and Safety"

13. Iowa Family Day Care Handbook (Iowa State Univ. Child Development Training Prog., 1979)
    Chapter 10 "Health, Safety and First Aid"

14. When You Care for Children (Pitts, 1981)
    Chapter 2 "Keep Your Children Safe"
    Chapter 3 "Develop a Health Program"

Health and Safety
Media Resources

1. Basic Cleanliness in the Day Home
   Infant and Day Home Care Module 66
   Texas Department of Human Resources

   Short slide/tape gives instructions on keeping the day care home clean, with ideas for the kitchen, bathroom, toys, linens, outdoor areas, etc. Includes script, caregiver's resources, and consultant's resources.

2. Childproofing the Day Home
   Infant and Day Home Care Module 67
   Texas Department of Human Resources

   Short slide/tape gives instructions on arranging a day home for child safety. Includes script, caregiver's resources, and consultant's resources.

3. Child Development and Child Health
   Health and Safety by Ruth Winter
   Parent's Magazine Films, Inc.

   A set of five filmstrip/tapes (5-10 mins) covering different aspects of child health and safety.

   a. How Careful Is Safe?
      Discusses safety ideas, especially for infants.
   b. The Explorer
      Covers safety ideas, especially for toddlers through preschool.
   c. Out in the Big World
      Emphasizes the importance of adult's giving older children safety information.
   d. When a Child is Ill
      Includes information on taking a temperature, getting immunizations, care in using medicines, danger signs.
   e. When Minutes Count
      Gives instruction for typical emergencies.

4. Bringing up Children, A How-To Guide for Parents and Caregivers
   Health Care by Ira J. Gordon, Joanne Patray, and William Patray

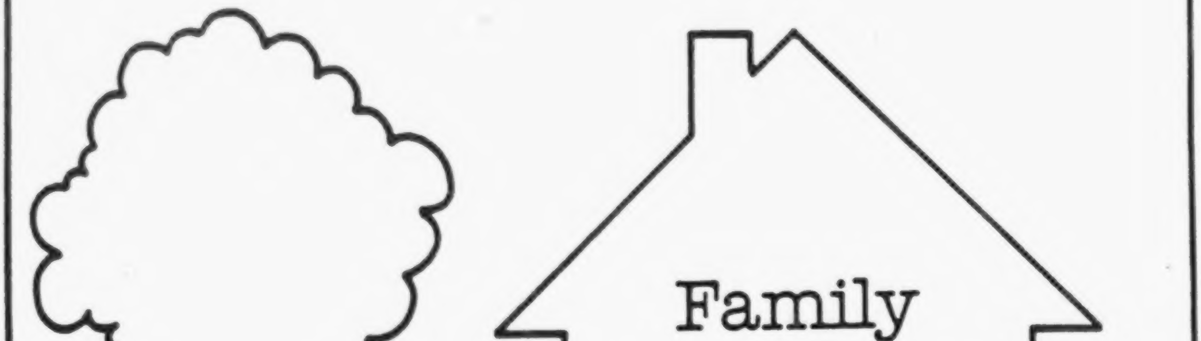
   Three of the filmstrip/tapes in this set of five are appropriate support materials in this area. All three give very basic information, directed to parents and caregivers. They are:

   a. Safety for the Growing Child
   b. Caring for the Sick Child
   c. When to Call for Help

5. There is No Compromise: Health and Safety TAPP Associates

   Slide/tape for use with family day care providers. Includes information on the prevention of accidents, poisoning, and drug abuse. Shows imaginary situations, after which the tape is stopped, for discussion. Requires a trainer who is familiar with first aid. It is especially suggested that this presentation be previewed before a training session.

Space to
Play and Learn


Family
Day Care

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University of North Carolina at Chapel Hill

Space to Play and Learn
Training Activities

Activity 1: Solve a Space Problem

Try this activity after your group has read the packet.

Trainer needs:

- copies of - Furnished Room Plan (Training Activities Handout #1)
  - Empty Room Plan (Training Activities Handout #2)
  - Furniture Cut-Outs (Training Activities Handout #3)
- scissors
- tape, paste or glue

Trainer does:

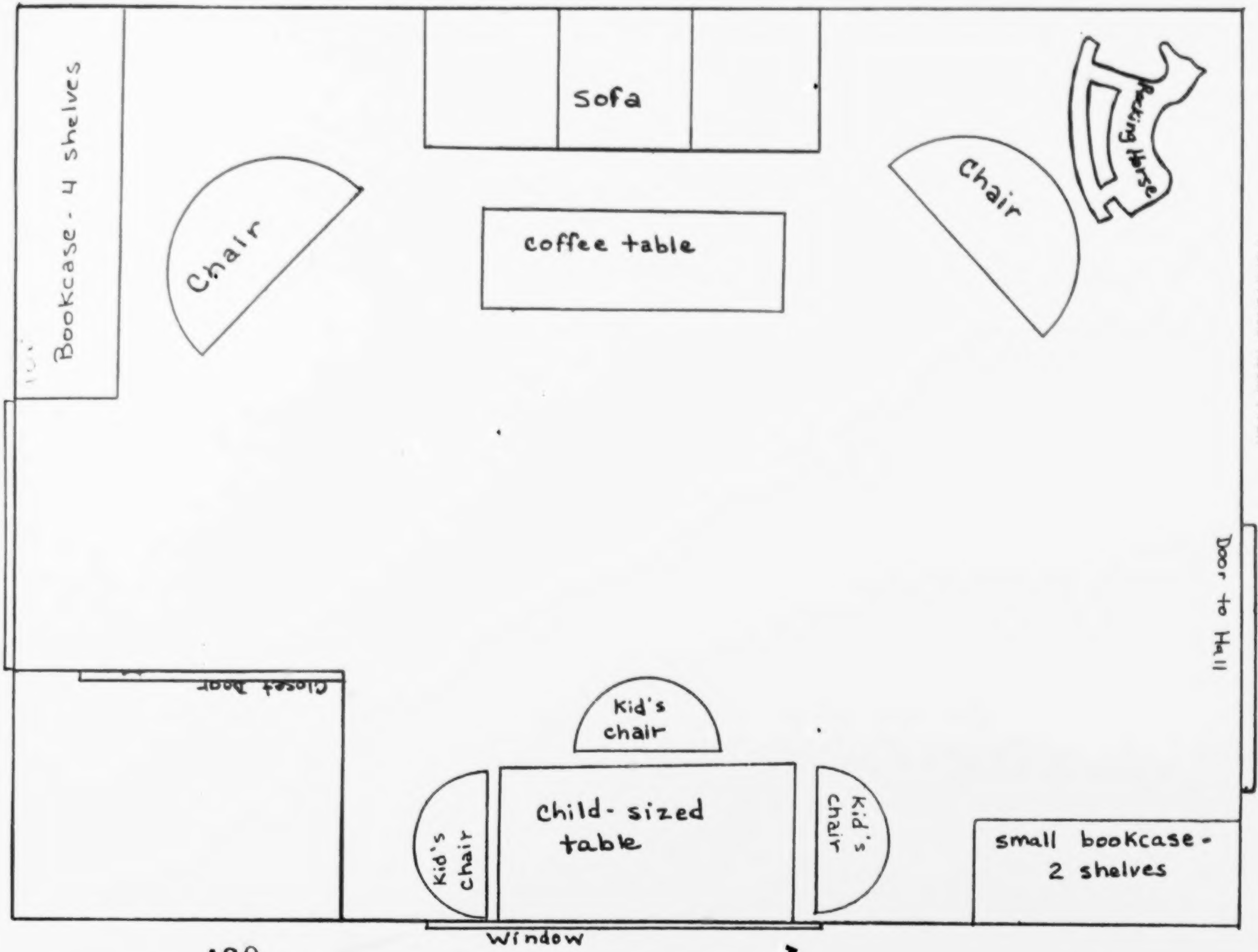
1. Talk about use of space in family day care.
   - Space should be set up to meet both day care children's and family's needs.
   - The set-up of the day care space often makes children act the way they do.
   - You can sometimes improve the way children act by changing the set-up of the child's space.
2. Hand out copies of the Furnished Room Plan. Read the following to your group as they look at the plan.

   Mary Caregiver uses her living room as the main play space for the children in her care. She set up her living room with the kids in mind. First, she made sure it was a safe place--she put away breakables, put her houseplants up high, and covered electric outlets. She bought a small bookcase and a child-sized table with three chairs. She added a rocking horse for kids to ride. And she cleaned out a bedroom closet to store the toys--blocks, puzzles, Lego bricks, art materials, dolls, and animals.

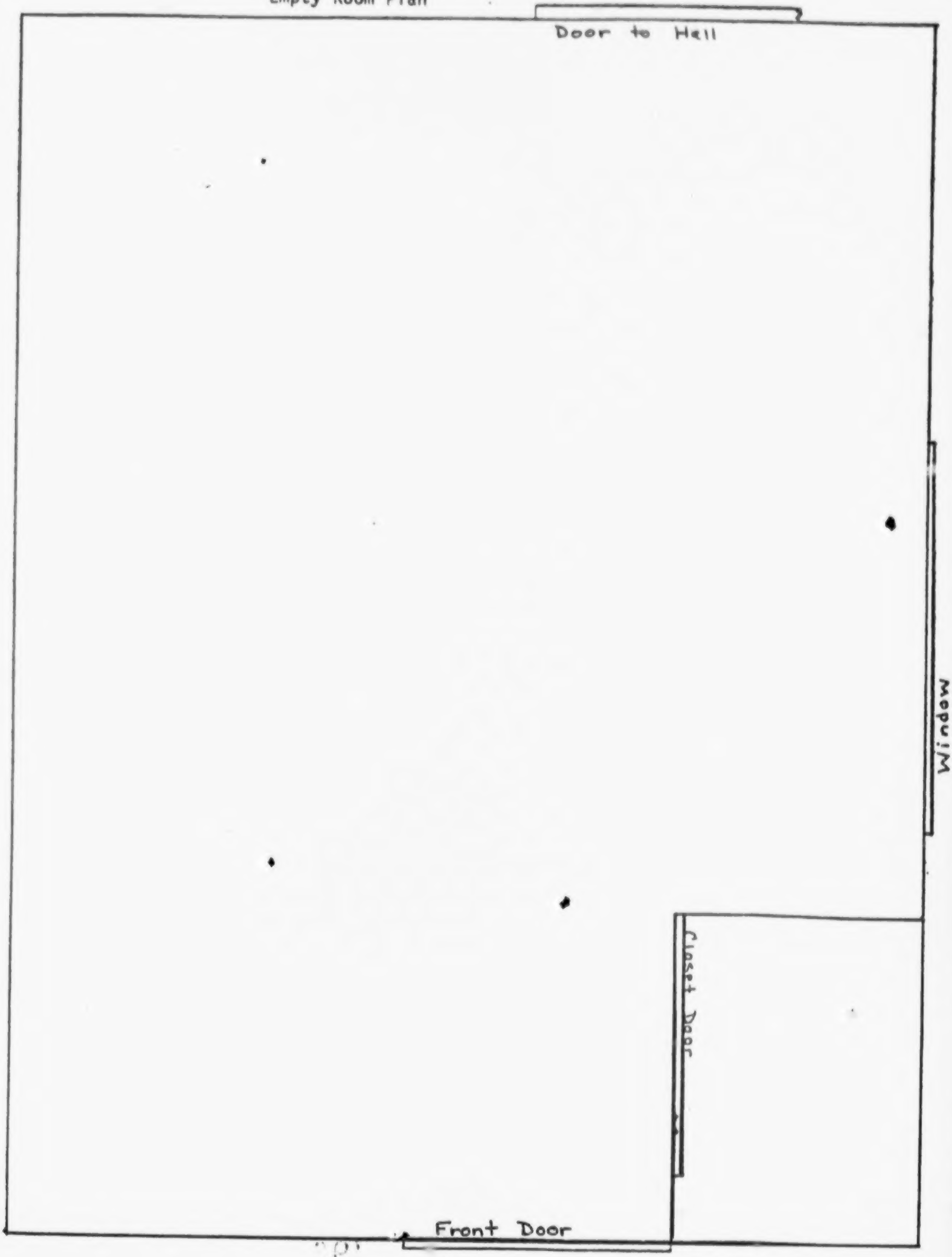
   But things aren't going as well as she wants them to go. Jimmy and Danny always run too much. The block buildings that the kids make often get knocked down. Children never seem to finish games or art projects on the child-sized table. The puzzle pieces always end up in the crayon can or on the floor. No one reads the books in the small bookcase. Emma, the baby, is underfoot all the time. And when the kids are finally gone, it takes Mary Caregiver forever to clean up the mess and get the toys back into the bedroom closet.

   How can Mary make this a better place for kids? She is willing to move and use everything in her living room. Make up a new plan by using the Furniture Cut-Outs and fitting them into the Empty Room Plan. Tell about all the changes you would make to help Mary Caregiver. Where would you place the children's toys? Tell why you would put things where you suggest.

Furnished Room Plan

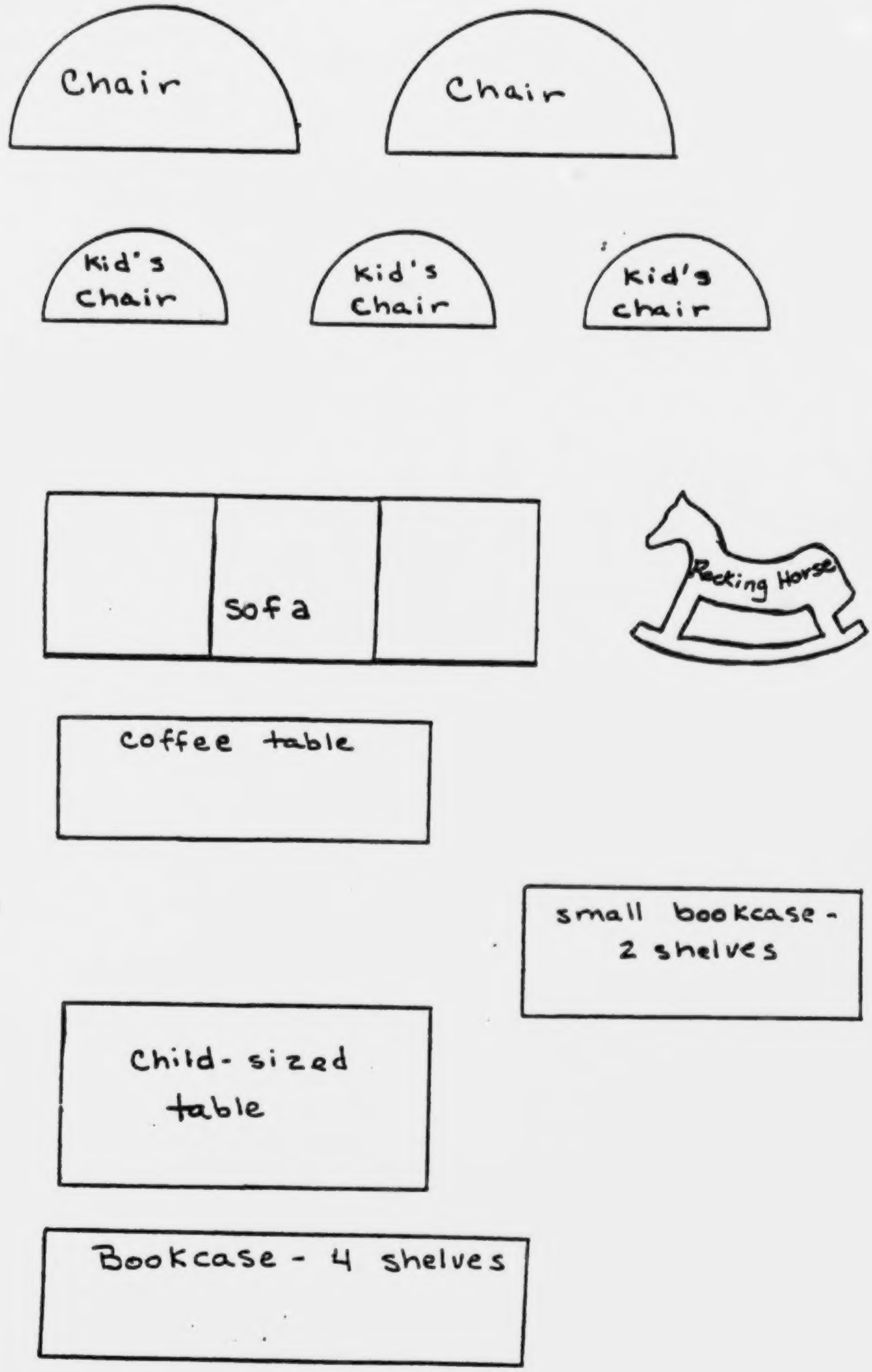

Bookcase - 4 shelves
Sofa
Rocking Horse
Chair
coffee table
Chair
Door to Hall
Closet Door
Kid's chair
Kid's chair
Child-sized table
Kid's chair
small bookcase - 2 shelves
Window

Empty Room Plan


Door to Hall
Window
Closet Door
Front Door

Space to Play and Learn
Training Activities Handout #3

Furniture Cut-Outs


Chair
Chair
Kid's Chair
Kid's Chair
Kid's chair
sofa
Rocking Horse
coffee table
small bookcase - 2 shelves
Child-sized table
Bookcase - 4 shelves

Activity 2: Make an Activity Box to Use with Kids

Trainer needs:

- materials to make an activity box for each participant

Trainer does:

Select one or more activity box ideas from Packet Piece #3 in Space to Play and Learn "Activity Boxes". Gather all materials needed for making those boxes. If you want the caregivers in the group to collect and bring things to the workshop, give them a list beforehand. Make sure you have enough for each person in your group to make an activity box. Have participants make their own activity boxes to take home and use. Talk about the following:

- Where could you store activity boxes in your home?
- How would you introduce kids to this activity?
- How well would this activity work with the kids in your care? If there are any problems in using the activity, how might they be solved?

Activity 3: Where Do Children Play in Your Home: A Discussion

Trainer needs:

- one copy of Packet Piece #1 for each participant

Trainer does:

Using the center pictures in Space to Play and Learn, Item #1 "Children Need Places for Many Different Kinds of Play", talk about the following:

- Are you able to give kids all the kinds of play shown in the pictures? If so, where do they do these things in your home? If not, what changes could you make to provide these activities?
- What other kinds of play do kids need that aren't shown in the pictures?
- Where do you or could you do these?

Activity 4: Outdoor Play: A Discussion

Trainer needs:

- one copy of Packet Piece #2 "Outdoor Fun with Homemade Toys" for each participant

Trainer does:

Use the last page of Packet Piece #2 in Space to Play and Learn ("Outdoor Fun with Homemade Toys -Put It All Together In Your Play Yard"). Have each participant answer each question for her own setting. If caregivers indicate problems with their outdoor area, the group can suggest solutions.

Space to Play and Learn
Content Resources

1. Harms, T. and Clifford, R. M. Family Day Care Environment Rating Scale. Chapel Hill, N.C.: Frank Porter Graham Child Development Center, 1982.

   A 33 item adaptation of the Early Childhood Environment Rating Scale. Can be used for self-evaluation by the caregiver or by supervisors and trainees.

2. Sanoff, H. Planning Outdoor Play. Atlanta, GA: Humanics Limited, 1982.

   Includes many outdoor environment ideas, many of which can be used in homes. Uses clear drawings to illustrate ideas.

Space to Play and Learn
Family Day Care Resources

More complete bibliographical information for the books listed below can be found in the General Resources Bibliography.

1. At Home with Children (Valenstein, 1975)
   Part I "A Resource Book for Family Day Care"
2. Caring for Children Today (Day Care Training System Project, 1979)
   Section 2 "Getting Prepared and Organized"
3. Day Care #9 - Family Day Care (Seefeldt, 1973)
   Section II, Chapter 1 "Practical Considerations Before Offering Family Day Care in Your Home"
4. Family Daycare Exchange (Pinsky, 1981)
   "Home as a Learning Environment"
5. Family Day Care Provider Handbook (Home Day Care Program, 1979)
   Chapter 1 "Organizing a Learning Environment"
6. Family Day-to-Day Care (West, 1980)
   Part 1 "Child Development from Love to Guidance" (pp. 27-33)
7. Guide to Family Day Care (E.I.D. Associates)
   Chapter 3 "Planning and Preparing for Day Care"
8. Iowa Family Day Care Handbook (Iowa State Univ. Child Development Training Prog., 1979)
   Chapter 4 "The Home as a Child Care Environment"
9. When You Care for Children (Pitts, 1981)
   Chapter 5 "Get Organized"

1. Whatever the Weather: Outdoor Play in Home Day Care
   Written and directed by Isabelle Lewis, Debby Cryer, and Thelma Harms
   Produced by Cornelia Lee
   Frank Porter Graham Child Development Center
   University of North Carolina, Chapel Hill

   Short slide/tape developed to supplement the Space to Play and Learn packet. Reinforces many ideas in the packet, including meeting children's needs through environment, providing inexpensive play materials. The presentation ends with a series of questions to help the caregiver think about her own outdoor setting.

2. Room Arrangement and Use of Space in the Day Home
   Infant and Day Home Care Module 68
   Texas Department of Human Resources

   Short slide/tape discusses setting up a day care home to provide for both the chidren's and caregiver's needs. Script, caregiver's resources, and consultant's resources included.

3. Inviting Spaces--Family Day Care Environments for Young Children
   Toys 'N Things

   Filmstrip/tape (15 min.) explores ways to set up a day care home for children. There are many differet concepts contained in this presentation and they are presented in a somewhat indirect manner. It is suggested that the trainer show the filmstip in segments and carefully review the information covered. Trainer's guide included.

4. Outdoor Play--A Motivating Force for Learning

   Films shows children playing outdoors using many skills. Emphasizes simple equipment which might be provided in a homebased day care yard.

5. Creating a Children's World
   TAPP Associates

   Slide/tape for use with family day care providers. Emphasis on the idea that children respond positively to organization. Ideas for creating a children's environment which is organized and stimulating are given. Script and questions for discussion are included.

Planning an Activity Program

Family
Day Care

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Activity 1: Adventures Afield

Trainer needs:

- one copy of the "Adventures Afield" form for each participant (Training Activities Handout #1)

Trainer does:

Lead a discussion with the caregivers to help them see field trip opportunities in close-to-home places. Help them think of ways to make even short, simple trips more effective. For example, a walk to the end of the street to watch the telephone repairman fix some wires can teach a child that a phone has to be fastened to outside wires to work, and that some people fix and install phones for a living.

After your discussion, pass out the "Adventures Afield" forms and ask each participant to fill in their favorite, most fun or most unusual trips in both sections. When all of the forms have been completed, ask the caregivers to share their ideas with the whole group. As each person shares ideas, have them tell you the different things a child could learn by going on that field trip.

Activity 2: Idea Barter

Trainer needs:

- several "Idea Barter" forms for each participant (Training Activities Handout #2)

Trainer does:

Divide the participants into groups of five or less. Each person will need one form per round, and you will need to decide on an activity topic for each round (i.e., field trip, Christmas tree ornament, activity with clay, inside treasure hunt, sewing project, gift for mother, etc.).

Explain each blank on the form to the caregivers and ask them to write an activity for the topic you have chosen. Be sure they fill in the age and number of children it will work best for and the materials needed. Emphasize the fact that it does not have to be written out in great detail because they will be given a chance to talk about their ideas later. Ask them to complete the bottom part of the form as well with an activity need of their own. You may want to choose the topic for your next round by using some of the specific needs requested.

Once all of the forms have been completed play a game of barter and trade. Ask each caregiver to share her own activity idea and then ask for help with her need. As a group help her to think of an activity(ies) to use in her own day care home. Continue in this manner until all of the caregivers have had a turn and then decide on a topic for the next round. Play for as many rounds as time allows.

Planning an Activity Program
Training Activities Handout #1

ADVENTURES AFIELD

WALKING

going to ______________________________

to experience ______________________________

____

going to ______________________________

to experience ______________________________

____

RIDING

going to ______________________________

to experience ______________________________

____

going to ______________________________

to experience ______________________________

____

Planning an Activity Program
Training Activities Handout #2

IDEA BARTER

My activity idea is ______________________________.

It is for age under 2's ___ 3 and 4's ___ school-aged ________

It is for one child ___ a group of children ___

Things you need are __________, __________, __________.

Notes:

- - - - - - - - - - - - - - - - - tear off - - - - - - - - - - - - - - - - - - -

My need is for an activity about ______________________________

for ages ____________________.

Notes:

Activity 3: Creative Junk

Trainer needs:

- a set of any five-ten common household items for each team (i.e., toilet paper tubes, egg cartons, milk cartons, paper, scissors, glue, magazines, newspaper, markers, paper bags, old socks, plastic jugs, old bottle caps, plastic butter tubs, yarn, string, beans or seeds, clothes pins, fabric scraps, hair curlers, keys, etc.)

Trainer does:

Divide the participants into teams of three to five players. Give each team a set of items and ask them to think of as many creative things to make with these items as they can. Tell them that they have 15 minutes to work on their list and that the team that comes up with the greatest number of ideas wins.

When the time is up, bring all of the teams back together again to share a ideas. After everything is counted and shared encourage the caregivers to see how many resources are right at their finger tips. Help them to see how many good ideas they already know about and encourage them to go home and make some of the new things they have just learned.

Activity 4: Picking Up an Idea

Trainer needs:

- one form for each participant (Training Activities Handout #3)
- extra ideas to "seed" the basket. Use the ones provided, or your own. (Training Activities Handout #4)
- four baskets, each labeled with one of the activity areas on the form
- scissors

Trainer does:

Before the caregivers arrive, put the "seeded" baskets in the center of a circle of chairs where participants will sit. Pass out one form to each participant and ask her to complete the ideas. After all have finished, have them cut their ideas apart and put them in the appropriate basket. Pass the baskets around the circle, one at a time, and ask the caregivers to pick an idea out of each basket. If one picks her own idea, she can put it back and pick another. Have caregivers share the ideas and talk about how they could work in their own homes. Do this until everyone has had a chance to pick from all four baskets.

Planning an Activity Program
Training Activities Handout #3

PICKING UP AN IDEA

Field Trip

where ______________________________

to do ____

____

------------------cut-----------------------------cut------------------

A rainy day

do ____

with ____

------------------cut-----------------------------cut------------------

A story

for age ______________________________

about ____

------------------cut-----------------------------cut------------------

A new place to eat

for age ______________________________

where ____

"SEED SLIPS"

--------------------cut------------------------------cut--------------------

Field trips

where to an elementary school

to do see where big brothers and sisters "go to school"

--------------------cut------------------------------cut--------------------

Field trips

where the wet corner of the yard

to do dig earth worms

--------------------cut------------------------------cut--------------------

A rainy day

do take a walk after the rain

with paper boats to sail in the puddles and if it's warm, bare feet to splash through them

--------------------cut------------------------------cut--------------------

A rainy day

do watch the raindrops come down the window pane

with friends, to race one drop against another

--------------------cut------------------------------cut--------------------

A story

for age 2

about The Little Red Hen, a mother who tries to get her friends to help her with her work.

Planning an Activity Program
Training Activities Handout #4

"SEED SLIPS"

A story

for age 4

about a bird looking for its mother, "Are you My Mother?"

-------------------cut-----------------------------cut-------------------

A new place to eat

for age 9 months

where in caregiver's arms in a rocker on the porch on a rainy day

-------------------cut-----------------------------cut-------------------

A new place to eat

for age toddlers

where in the back of the stationwagon with the tailgate down

Planning an Activity Program
Content Resources

1. Beall, P., and Nipp, S. Wee sing and play. Los Angeles, CA: Price/Stern/Sloan Publishers, Inc., 1981.
2. Bibliotherapy, books to help young children. St. Paul, MN: Toys 'n Things Press, 1981.
3. Braga, J., and Braga, L. Children and adults, activities for growing together. Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1976.
4. Burroughs, S. C. You show, I grow. Raleigh, N.C.: Project Enlightenment, Wake County Public School System, 1980.
5. Cromwell, L., and Hibner, D. Finger frolics. Box 124, Livonia, MI: Partner Press, 1976.
6. Jones, M. Wee can. 1818 Admiral, Stillwater, OK, 1982.
7. Jones, M. Wee can too. 1818 Admiral, Stillwater, OK, 1982.
8. Karnes, M. B. Small wonder! 1: Activities for baby's first 18 months. Circle Pines, MN: American Guidance Service, 1979.
9. Karnes, M. B. Small Wonder! 2: Activities for toddlers 18-36 months. Circle Pines, MN: American Guidance Service, 1981.
10. Linderman, C. E. Teachables from trashables. St. Paul, MN: Toys 'n Things, 1979.
11. Nickelsburg, J. Nature activities for early childhood. Menlo Park, CA: Addison Wesley Publishing Company, 1976.
12. Orlick, T. The cooperative sports and games book. New York: Pantheon Books, 1978.
13. Redleaf, R. Field trips: An adventure in learning. St. Paul, MN: Toys 'n Things, 1980.
14. Sparling, J., and Lewis, I. Learning games. New York, NY: Berkley Publishing Co., 1978.
15. Warner, D., and Quill, J. Beautiful junk. Washington, D.C.: U.S. Government Printing Office, 1976.
16. Warren, J. (Ed.) Totline. Everett, WA: The Warren Publishing House, published bi-monthly.

Planning an Activity Program
Family Day Care Resources

More complete bibliographical information for the books listed below can be found in the General Resources Bibliography.

1. At Home with Children (Valenstein, 1975)
    Appendix B, Part 1 "A Resource Book for Family Day Care"
2. Caregiver Handbook (Rodriguez, 1976)
    Chapter 3 "Operating Your Day Care Service"
    Chapter 5 "More Help"
3. Caring for Children Today (Day Care Training System Project, 1979)
    Section 7 "Helping Children Grow and Learn"
4. Day Care #9: Family Day Care (Seefeldt, 1973)
    Section II, Chapter 3 "Developmental Needs for Children"
5. Facts and Fancies (Hemmings, 1976)
    Section II "Programs"
6. Family Daycare Exchange (Pinsky, 1981)
    "Inexpensive Toys and Equipment"
7. Family Day Care Provider Handbook (Home Day Care Program, 1979)
    Chapter 4 "Physical Development"
    Chapter 5 "Intellectual Development"
    Chapter 7 "Creative Art Expression"
8. Family Day Care--Resources for Providers (Squibb, 1976)
    Chapter 3 "A Natural Learning Place"
    Chapter 4 "Resources for Learning"
9. Family Day Care Training Materials (TAPP Assoc., 1977)
    "Planning Skills"
    "Young Children's Curriculum"
10. Guide for Family Day Care (E.I.D. Associates)
    Chapter 8 "Helping Children Learn"
    Chapter 9 "People, Places and Things"
    Chapter 10 "Caring for Infants in your Home"
11. How to Start and Operate a Day Care Home (Durham Day Care Council, 1979)
    Chapter II "Getting Started"
    Chapter III "Infant Care in your Home"
12. Iowa Family Day Care Handbook (Iowa State Univ. Child Dev. Training Prog., 1979)
    Chapter 7 "Caring for Infants in the Day Care Home"
    Chapter 9 "The Day"
13. When You Care for Children (Pitts, 1981)
    Chapter 6 "Help Children Grow and Learn"
    Appendix 2

Planning an Activity Program
Media Resources

1. Management of Day Care Operation and Own Home
Infant and Day Home Care Module 61
Texas Dept. of Human Resources

Short slide/tape discusses planning a schedule for a day care home. Script, caregiver's resources, and consultant's resources included.

2. Relationship Between Day Mother's Family and Day Home Children
Infant and Day Home Care Module 62
Texas Department of Human Resources

Short slide/tape encourages thought about the adjustments a family makes when a family member provides home child care. Gives suggestions for solving some typical problems that come up between family and day care. Script, caregiver's resources, and consultant's resources included.

3. Basics of Scheduling
Infant and Day Home Care Module 60
Texas Department of Human Resources

Short slide/tape discusses scheduling a daily routine in which infants and toddlers do best. Uses slides from both home-based and center-based child care facilities. Includes script, caregiver's resources, and consultant's resources.

4. Toys that Teach
Toys 'n Things

Filmstrip/tape (11 mins.) discusses the importance of toys and play in children's learning. Uses poems to illustrate how different children benefit from different toys. Trainer's guide included.

5. Make Room for Children
Toys 'n Things

Filmstrip/tape (15 mins.) gives an overview of successful ways to manage a day care home. Includes segments on use of space, schedule, conflicts, and managing both the family and caregiving responsibilities. Especially directed towards the new home child care provider. Trainer's guide included.

6. Adventures in Learning
Toys 'n Things

Filmstrip/tape (11 mins.) explores the use of field trips in day care homes. Discusses planning; before, during, and after experiences. Trainer's guide included.

7. The Effective Parent
   Learning in the Home by Diane K. Bert
   Parent's Magazine Films, Inc.

   A set of five filmstrip/tapes (5-10 mins. each) which deal with home child care learning that adults can enhance. Written for parents, but especially relevant to home day care providers.

   a. The Teachable Moments
      Shows how to take advantage of everyday happenings to bring about learning.
   b. Cooking
   c. Reading
   d. Number Concepts
   e. Using T.V. Wisely

8. The Effective Parent
   Learning Away from Home by Diane K. Bert
   Parents' Magazine Films, Inc.

   A set of five filmstrip/tapes (5-10 mins. each) which deal with the learning adults can bring children outside the home. Written for parents, but relevant to home day care providers.

   a. Family Excursions
      An introduction to the "field trip" idea.
   b. Going to the Supermarket
   c. A Trip to the Laundromat
   d. The Waiting Game
      Describes ways of turning tiresome waiting (for example, in a doctor's office) experiences into fun learning times.
   e. A Nature Walk

9. The Effective Parent
   Learning Through Play by Diane K. Bert

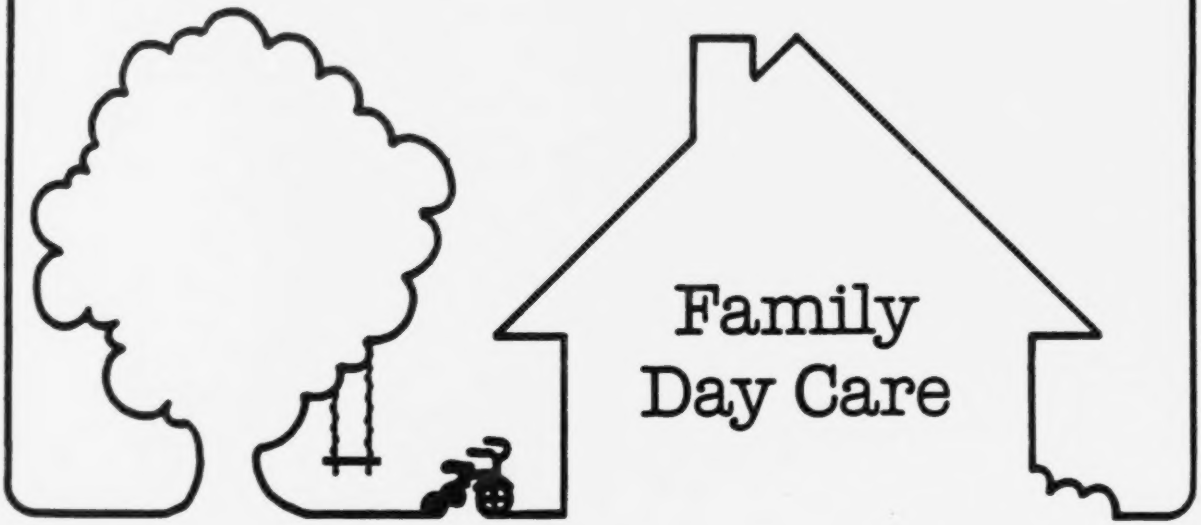
   This set of five filmstrip/tapes gives ideas on toys and games which promote learning in children.

   a. Choosing Toys
      Describes attributes of toys which are usually successful; gives examples.
   b. Creative Play
      Describes and gives examples of open-ended activities which lead to creativity in children.
   c. Toys You Can Make
   d. Simple Learning Aids
      Describes some learning games to make and use.
   e. Games Inside Your Head
      Describes games to play with children which need no materials. For example, guessing games, riddles, making up stories.

10. Don't Throw That Away, A Workshop on Making Toys from Household Junk, with Pam Maniet
by the Title XX Training Project, Health and Welfare PLANNING Association

Videotape (22 mins., 3/4 inch) to be used in a toymaking workshop. Excellent, practical, safe ideas for making toys for infants, toddlers, and preschoolers out of household junk. Directed specifically to home day care providers. A very complete training guide plus handouts for participants, which can be copied, are included.

Handling Behavior Problems



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Handling Behavior Problems
Training Activities

Activity 1: Discipline and You--A Discussion

Trainer does:

Ask participants to try to remember how they were disciplined as children. Help them share some of their memories with each other. The trainer may help start off the sharing experience with memories from his own childhood. Ask:

- How did you feel when you were disciplined?
- What ways do you use to discipline the children in your care?
- How are the ways you discipline children like or unlike the ways used to discipline you?
- How do you think the children in your care feel when you discipline them?
- What are some different methods you could use to get good behavior from the kids in your care?
- How would you have felt if someone had used these methods with you as a youngster?
- Why is spanking not a good way to discipline?
- Why should caregivers use other ways of discipline than spanking?
- What do we really teach children when we spank them? (especially if there is a rule about not hitting each other)

Activity 2: Rules for Kids

Trainer needs:

- one list of rules for each participant

Trainer does:

Hand out a list of rules to each participant. Ask them to choose the three best rules they would use with the children. Have them compare their answers while telling why they did or did not choose to use each.

List of Rules

1. Never yell.
2. No hurting others.
3. Never eat before others are served.
4. Use soft voices inside; loud voices outside.
5. No pinching others.
6. Always share.
7. Wait your turn.
8. Take care not to hurt toys.
9. No jumping on the bed.
10. Stay inside the fence.
11. No hitting.
12. No grabbing toys away from others.
13. No running in the house.
14. Be kind to others.
15. Clean up after play.

Activity 3: Sample Behavior Problems

Trainer needs:

- one copy of "Something for Yourself" (Packet Piece #5) for each participant.

Trainer does:

Read through the discipline examples with participants. Talk about each by asking the following questions.

Is this the way you would have handled this? Why or why not?
What would you have done? Why?

Activity 4: Typical Behavior Problems

Trainer needs:

- one copy of "Common Behavior Problems" (Packet Piece #2) for each participant.

Trainer does:

Help participants talk about each of the common behavior problems in Packet Piece #2. Ask for caregiver's experiences with each. Have caregivers share successful ways in which they have dealt with these problems.

Handling Behavior Problems
Content Resources

1. Brazelton, T. B. Infants and mothers. New York, N.Y.: Dell Publishing Company, 1969.
2. Brazelton, T. B. Toddlers and parents. New York, N.Y.: Dell Publishing Company, 1974.
3. Briggs, D. Your child's self-esteem. Garden City, N.Y.: Doubleday and Company, Inc., 1970.
4. Church, J. Understanding your child from birth to three: A guide to your child's psychological development. New York, N.Y.: Random House, 1973.
5. Ginott, H. G. Between parent and child. New York, N.Y.: Macmillan Co., 1965.
6. Spock, B. Baby and child care. New York, N.Y.: Simon & Schuster, 1976.

Handling Behavior Problems
Family Day Care Resources

More complete bibliographical information for the books listed below can be found in the General Resources Bibliography.

1. Caregiver Handbook (Rodriguez, 1976)
   Chapter 3 "Operating Your Day Care Service"
2. Caring for Children Today (Day Care Training System Project, 1979)
   Chapter VIII "Discipline and Guidance"
3. Day Care #9: Family Day Care (Seefeldt, 1973)
   Section II, Chapter 2 "Practical Considerations Before Offering Family Day Care in Your Home"
4. Facts and Fancies (Hemmings, 1976)
   Section 2 "Stages and Ages"
5. Family Daycare Exchange (Pinsky, 1981)
   "Guidance and Discipline"
   "Social Emotional Development"
6. Family Day Care Provider Handbook (Home Day Care Program, 1979)
   Chapter 8 "Self Concept"
   Chapter 12 "Group Family Management"
   Chapter 13 "Parent-Provider Relationships"

Handling Behavior Problems
Family Day Care Resources

7. Family Day Care Training Materials (TAPP Assoc., 1977)
   "Interacting with Children"

8. Family Day-to-Day Care (West, 1980)
   Part 1 "Child Development, from Love to Guidance"

9. Guide for Family Day Care (E.I.D. Associates)
   Chapter 11 "Guiding and Disciplining Children"

10. Home Caregiver Manual (Smith, 1980)

11. How to Start and Operate a Day Care Home (Durham Day Care Council, 1979)
    Chapter V "Discipline"

12. Iowa Family Day Care Handbook (Iowa State Univ. Child Development Training Prog., 1979)
    Chapter 8 "Guiding and Disciplining Children"

13. When You Care for Children (Pitts, 1981)
    Section 1 "Understand Children" (pp. 5-6)

Handling Behavior Problems
Media Resources

1. "What Do I See When I See Me?" Emotional and Social Growth in Children
   Parents' Magazine Films, Inc.

   Four sets of filmstrip/tapes, each containing five filmstrip/tapes. Directed towards parents, but appropriate for use with home day care providers. The sets are as follows:

   a. "I See Hope." Importance of Emotional and Social Development by David L. Lillie and Patricia Weiss
   b. "I See Smiles, I See Frowns." Expressing Emotions by David L. Lillie and Lee S. Cross
   c. "I See Strength"--Building Self Confidence by David L. Lillie and Timothy Miles Sturm
   d. "I See Love." Parent-Child Relationships by David L. Lillie and Arthur H. Cross
      This set most closely coincides with information contained in Handling Behavior Problems. The titles of the individual filmstrip/tapes are:
      1. Understanding Children's Behavior
      2. Communicating with Very Young Children
      3. Communicating with Preschoolers
      4. Helping Children Relate to Others
      5. Handling Behavior Problems

2. The Effective Parent
   The Parent as Teacher, by Diane K. Bert
   Parents' Magazine Films, Inc.

   A set of five filmstrip/tapes (5-10 mins. each), two of which are relevant in this content area for home day care providers.
   a. Self Concept
   b. Developing Independence

3. Bringing Up Children. A How To Guide for Parents and Caregivers
   Day to Day With Your Child by Ira J. Gordon and Sharon Hiett
   Parents' Magazine Films, Inc.

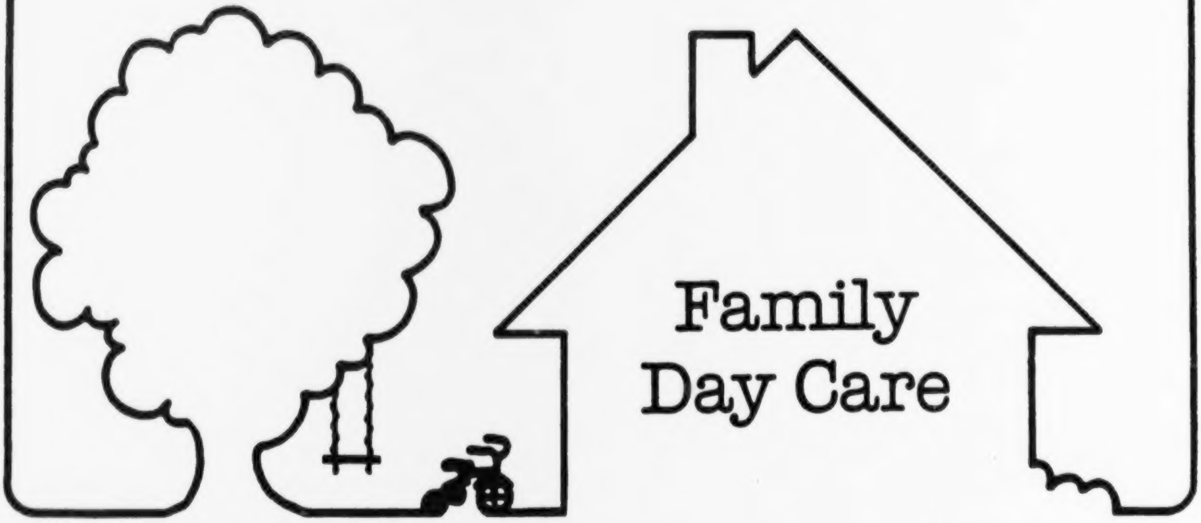
   One filmstrip/tape in this set of five filmstrips is appropriate for use in this area.

   Discipline--What Is It?
   Suggests an emphasis on positive behavior from children, consistency and good role modeling from adults.

4. Developing a Child's Self-Image
   Central Piedmont Community College

   Slide/tape (15 mins.) defines self-image and gives ways for adults to build a positive self-image in children. Also shows how to avoid the growth of a negative self-image. Directed towards parents, but relevant to caregivers. Includes script, pre/post test.

Good Food for Kids


Family
Day Care

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Good Food for Kids
Training Activities

Activity 1: Write an Economical, Healthful, Child-Appealing Menu

Trainer needs:

- food store advertisements from local newspapers
- copies of "menu" form for each participant (Training Activities Handout #1)
- pencils or pens
- large chart paper (or chalkboard) for listing "good buys"

Trainer does:

Have participants look over a variety of food store advertisements. Discuss and list on a chart, seasonal "good buys." Have each participant make a week's menu for the children in her care, including many foods from the list. Remind caregivers to plan a menu which has a variety of foods from all food groups, limiting foods from the "Fats - Sweets - Others" group. Participants might work as teams when writing menus. Discuss and compare menus. Note how each menu uses the same ingredients in different ways.

Activity 2: Kids' Favorite Meals: A Discussion

Trainer needs:

- large chart paper (or chalkboard)
- marker or chalk

Trainer does:

Talk about children's favorite foods with participants. Make a list of the foods children like best in each caregiver's home. Discuss:

Are these meals as healthful as they should be? (Use Good Food for Kids, Packet Piece #1, "Eat to Be Healthy", page 1 as a guide)
How could some of the favorite meals be changed to meet kids' needs for nutritious foods and still be attractive and good-tasting?

Participants can share recipes or ideas for favorite meals at this time.

Good Food For Kids
Training Activities Handout #1

MENU FORM

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SNACK					
LUNCH					
SNACK					

Activity 3: How Well Are We Eating?

Trainer needs:

- one copy of "Food for Your Child" (Packet Piece #4) for each participant

Trainer does:

Have each caregiver list what she served children during the last day they were with her, including meals and snacks. Use "Food For Your Child" Packet Piece 4, "Daily Food Guide," to find out:

1. Did I serve foods from all food groups?
2. Did I give too few servings from any food groups?
3. Did I give too many servings from any food group?
4. How might I change what I serve so the children will eat more healthfully?

Activity 4: Five Food Groups Game

Trainer needs:

- magazines, containing many food pictures
- scissors
- five labeled boxes--one for each food group

Trainer does:

Assign each participant to find food pictures for one or more of the five food groups. Place the pictures into the proper box. After collecting pictures, talk about:

Which of these foods would the children in your home enjoy most?
If a child did not want to eat one food from a food group, what other food from the same group could you give him instead?
What new food in each food group could you introduce to the kids in your care?

Activity 5: Show How to Cook with Kids

Trainer needs:

- food supplies to make a snack

Trainer does:

Have participants make their own snack during a training session. Choose a simple recipe from one of the two children's cookbooks listed on Good Food for Kids, Packet Piece #8: "When You Want to Know More" or choose a healthful recipe from another child's cookbook. Set up and carry out the cooking experience as you would if working with children. Instructions for doing this are available in most children's cookbooks. Participants can take part in the activity as children would. Later, talk about:

How would this cooking activity work with the children in your care?
What other problems might there be? How might they be solved?
What else, besides the actual cooking, could you do to help kids learn the most from this activity (e.g., a fieldtrip to buy ingredients, reading a story about cooking the same thing the kids cooked, etc.)?
How might children's cooking activities help problem eaters?

Activity 6: Make a "Good Food" Game to Take Home

Note: Before doing this activity, make sure that providers care for children who are the right age to use the games. The games suggested on the next 6 pages are for preschool children, about 3-5 years old.

Trainer does:

Gather together materials needed for participants to make one or more of the four games on the following pages. Have providers make and try-out games. Talk about:

How would you use this game with the children in your care? Where and when would you use it?
What would the children learn from this game?
What else would you do to help the children learn what the game teaches?
Is there another way you could use the game?

NUTRITION RELATED GAMES TO MAKE*

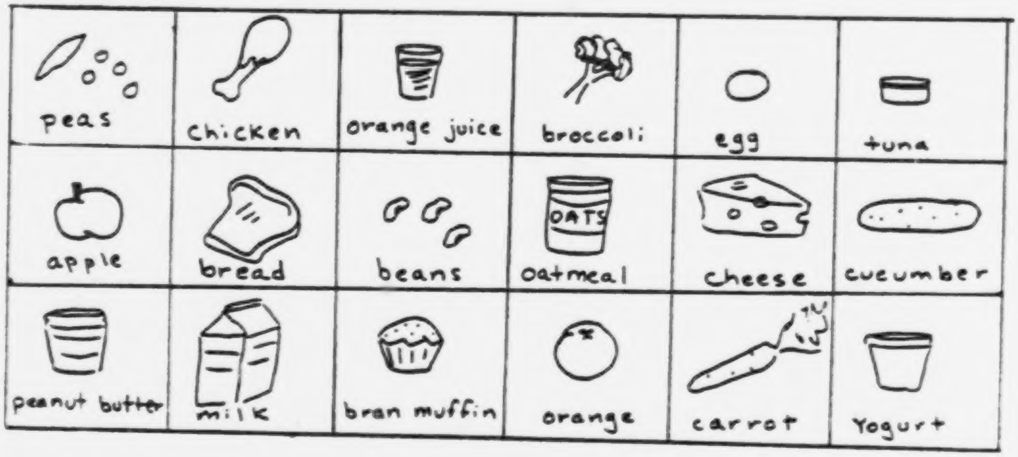
I. FLOOR MAT WITH FOOD PICTURES

Materials:

- 2 yards heavy clear plastic (this plastic is usually bought from a roll at a variety, carpet, or hardware store)
- clear large pictures of healthful foods drawn or cut out from magazines
- clear, self-adhesive plastic
- bean bags (optional)
- permanent marker

Instructions:

1. Divide plastic into eighteen boxes. Draw lines with marker.
2. Use clear self-adhesive to attach pictures of foods onto plastic label foods clearly.


peas
chicken
orange juice
broccoli
egg
tuna
apple
bread
beans
OATS
oatmeal
cheese
cucumber
peanut butter
milk
bran muffin
orange
carrot
Yogurt

Games children can play with floor mat:

1. Hopping onto a named food (Hop into the box with an orange!)
2. Hopping onto one example of a named food group (Hop into a box with something from the fruits and vegetable group!).
3. Stepping on or touching two foods which could make a snack (Touch 2 foods you would like for a snack).
4. Bean bags can be tossed onto named foods.
5. A second set of pictures, real foods, or clean, empty food containers can be matched to the pictures on the mat.

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*From Nuitrition Education for Child Care by Harms, T., Farthing, M., Roholt, S., Clark, M., & Cryer, D. Raleigh, NC: NC Dept. of Public Instruction, 1980, p. 511-517.

II. FOOD PICTURE CARDS

Materials:

- Similar sized, clear pictures of foods in different forms (at least 2 of each). For example:

  Milk in a glass, milk in a bottle.

  Orange juice in a glass, frozen orange juice.

  Uncooked rice, cooked rice.

  Oatmeal cereal in a bowl, package of oatmeal.

  Fresh carrot, canned carrots.

  Raw hamburger meat, cooked hamburger.

  Whole tomato, tomato slices.

  Whole apple, apple quarters, or applesauce.

  Cheese sandwich, melted cheese sandwich.

  Bread, toast.

  Broiled or baked fish, canned tuna.

- Posterboard

- Glue

- Clear self-adhesive plastic

Instructions:

1. Cut out pictures.
2. Mount on squares of poster board, or on blank file cards.
3. Cover with clear, self-adhesive plastic.

Games children can play with food picture cards:

1. Concentration: Spread out all cards, face down. Up to four children can take turns turning over two cards at a time. If two cards match, (are same foods in different forms) the child who made the match takes the cards and keeps them in his/her pile. If they do not match, turn cards face down again. When all cards are matched, the game if over. Children can count pairs in their own pile if they wish to find out who won.

2. One child can go through cards and match by food pairs, or sort into food groups.

3. Sort cards according to their food groups. Provide labeled cardsized boxes into which children can sort cards: Milk-Cheese group, Bread-Cereals, Vegetables-Fruits, Meat and Meat Alternative group.

4. Each of 4 children begin with 3 cards. Children take turns picking one card from the next child. When a player gets a pair of foods from the same food group, he puts them aside (face-up) in his own pile. Then he takes two new cards from the extra card pile. Children can play until all cards are used up. Optional: count out pairs to see who won.

5. Provide 2 sorting boxes, labeled "Plants" and "Animals." Ask children "Where did each of these foods come from - a plant or animal?" Children then sort cards into proper boxes.

III. FOOD LOTTO BOARD WITH CARDS

Materials:

- Gardening seed and plant catalogs
- Posterboard
- Clear contact paper
- Glue

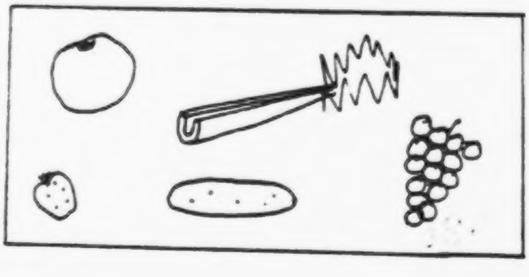
Instructions:

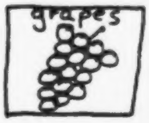
1. Cut out pictures of fruits and vegetables from catalogs. Cut out two pictures of each food. For example, two pictures of tomatoess, of corn, of broccoli, and of strawberries. Catalogs, like Burpees Seed Catalog, usually show several pictures of each plant.

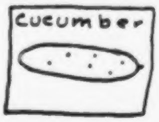
2. Glue one of each pair of pictures onto a piece of posterboard or file cards. Cover with clear self-adhesive plastic.

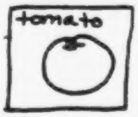
3. Glue the second of each pair or pictures onto a large piece of posterboard to make a lotto board. Cover with clear self-adhesive plastic. (See sample below.)

Sample - Lotto boards and pictures cards:









strawberry

Games children can play with lotto board and cards:

1. One or two chidren can match food picture cards to lotto boards.
2. Each player uses one lotto board. Shuffle and turn picture cards face down. A child or adult can hold up pictures, one at a tme, and the child who has the same food on his board, claims the picture and places it on the correct place. Continue until all boards are covered. The first person who covers his board wins.

IV. GAME BOARDS AND CARDS

Materials:

- Posterboard - large piece for game board, and smaller pieces on file cards for move cards.
- Permanent marker
- Glue
- Self-adhesive clear plastic
- Four different buttons or pebbles

Instructions for "Eat for Strong Teeth and Gums" Game:

1. Copy game board onto poster board. (Patterns for 2 board games are on the next page.) Cover with self-adhesive clear plastic.
2. Glue move cards onto posterboard. Cut out. Cover with self-adhesive plastic. (Cards for Strong Teeth game are on last page.)

Rules for Strong Teeth And Gums Game:

1. Up to 4 children may play.
2. Place move cards face down, in a pile.
3. Children take turns:
    a. Choose a move card. Tell what you ate/drank to build strong teeth/gums. Move one space for each serving on the move card.
    b. If you stop on an "extra move" space (with arrow), tell what you did to help your teeth (brush or visit dentist). Follow arrow and move ahead.

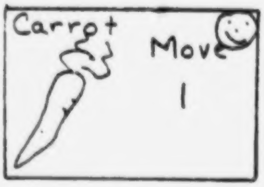
c. Continue until "Strong Teeth" is reached.

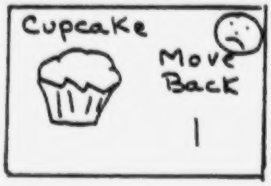
d. If move cards run out, shuffle, turn over, and use again.

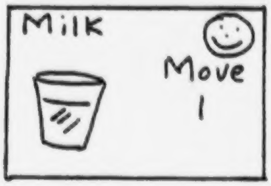
Instructions for "Eat Healthful Snacks" Game:

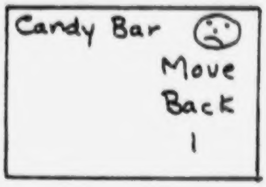
1. Copy enlarged game board onto posterboard. Cover with self-adhesive clear plastic.
2. Cut out small pictures of both healthful and less healthful snack foods from magazines, or draw them. Glue onto posterboard rectangles (2" x 3"). Assign each snack a number of moves, and write it on the card. If children can not read numbers use happy or sad faces that they can count. Cover cards with clear self-adhesive plastic.

Move Cards Might Include:



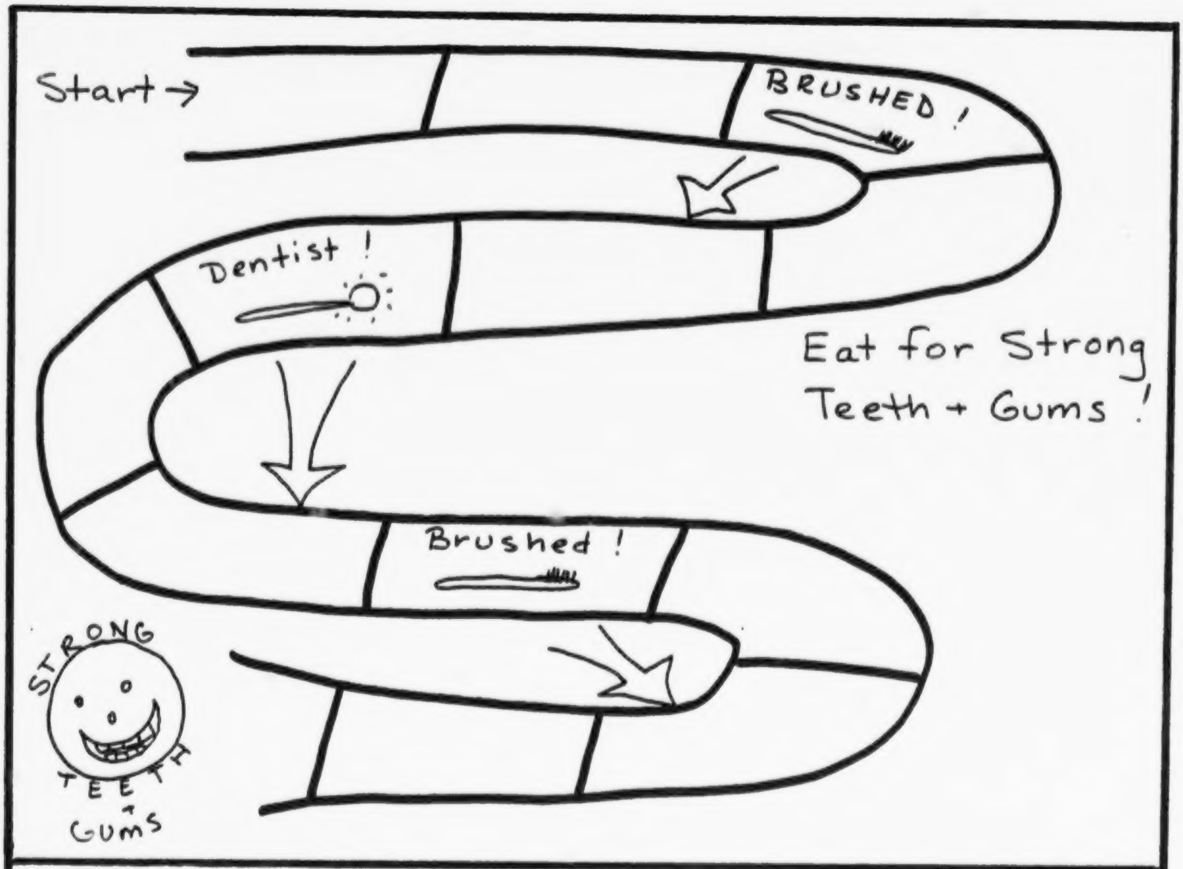


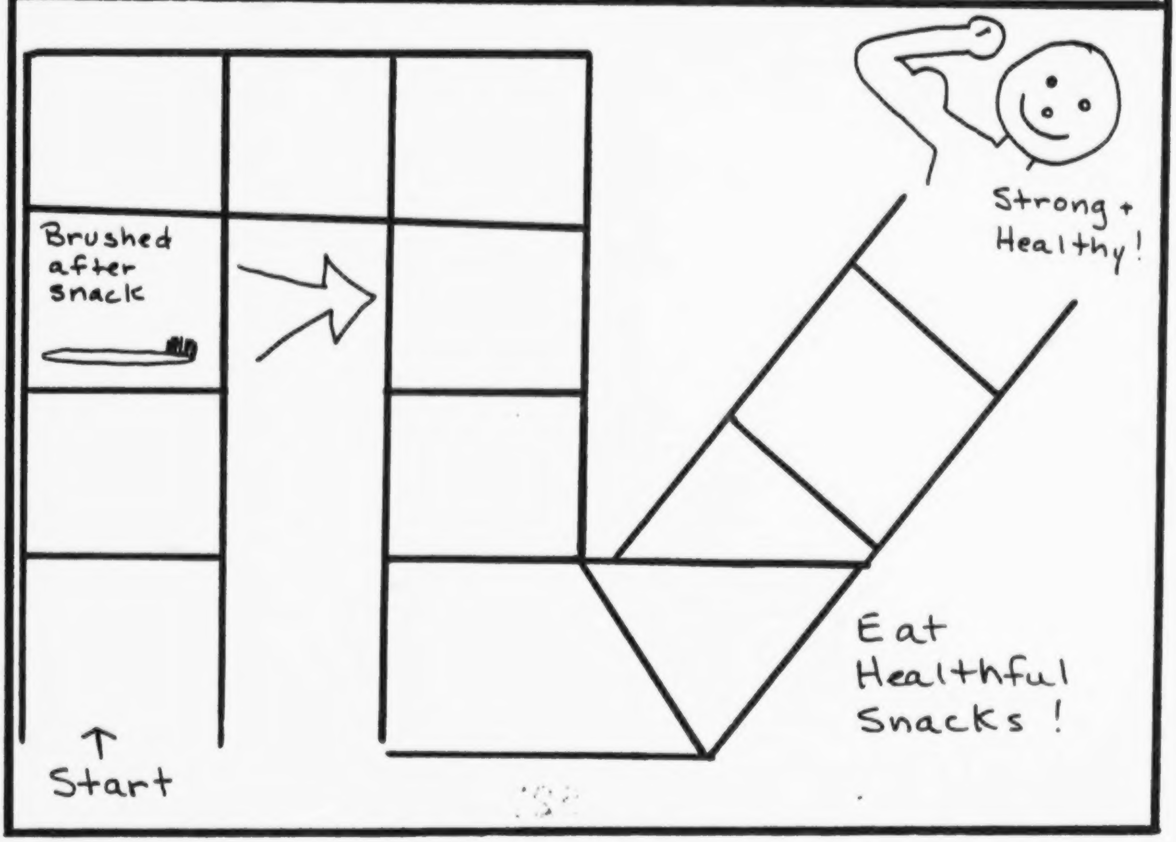




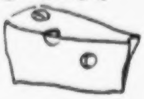
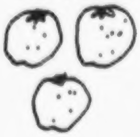
Rules for Eat Healthful Snacks Game:

1. Up to 4 children may play.
2. Place move cards face down in a pile.
3. Children take turns:
   a. Choose a move card. Tell what you ate and whether or not it was a healthful or less healthful snack. Move forward for a healthful snack and backward for a less healthful snack.
   b. If you stop on the special arrow space, tell what you did and follow the arrow.
   c. Continue until "Strong and Healthy" is reached.
   d. If move cards run out, shuffle, turn over, and use again.


Start →
BRUSHED !
Dentist !
Eat for Strong Teeth + Gums !
Brushed !
STRONG TEETH + GUMS


Brushed after snack
Strong + Healthy!
Eat Healthful Snacks !
↑ Start

Move Cards for " Eat for Strong Teeth + Gums "

Milk Move 1	Milk Move 1	Yogurt Move 1
Cheese  Move 1	Cheese Move 1	Custard Move 1
cottage cheese Move 1	Buttermilk Move 1	Ice Cream Move 1
apple Move 1	 celery Move 1	 orange Move 1
Brushed Teeth! Move 2	Brushed Teeth! Move 2	Strawberries  Move 1
Visited Dentist! Move 3	Visited Dentist Move 3	 Broccoli Move 1

Good Food for Kids
Content Resources

1. Hamilton, E., and Whitney, E. Nutrition concepts and controversies. St. Paul, MN: West Publishing Co., 1979.

   Suggested for use by trainers who want a college-level introduction to nutrition.

2. Harms, T., Farthing, M., Roholt, S., Clark, M., and Cryer, D. Nutrition education for child care. Raleigh, N.C.: The Div. of Child Nutrition, N.C. Dept. of Public Instruction, 1980.

   A complete course of nutrition education for child care workers. Includes modules on Food for Health, Planning and Preparing Food in Child Care, and Food Experiences for Children in Child Care. Designed for day care center use, but provides relevant information for all who work with children.

3. Little ideas. National Dairy Council, 1973.

   A kit containing pictures of foods, plus some food games to play with young children.

4. Wheeler, G. (Ed.). Nutritious nibbles: Quality snacks for quality kids. Le Center, MN: Quality Child Care Press, 1981.

   Recipe book especially for family day care providers.

Good Food for Kids
Family Day Care Resources

More complete bibliographical information for the books listed below can be found in the General Resources Bibliography.

1. At Home with Children (Valenstein, 1975)
   Part I "A Resource Book for Family Day Care"
2. Caring for Children Today (Day Care Training System Project, 1979)
   Section 6 "Providing Nutritious Food"
3. Day Care #9: Family Day Care (Seefeldt, 1973)
   Section II, Chapter 3 "Developmental Needs for Children"
4. Family Daycare Exchange (Pinsky, 1981)
   "Meals and Snacks"
5. Family Day Care Provider Handbook (Home Day Care Program, 1979)
   Chapter 3 "Nutrition"
6. Family Day Care--Resources for Providers (Squibb, 1976)
   Chapter 2 "Nutrition"

Good Food for Kids
Family Day Care Resources

7. Family Day Care Training Materials (TAPP Assoc., 1977)
   "Health, Nutrition and Safety"

8. Family Day-to-Day Care (West, 1980)
   Part II "Food and Nutrition for Children"

9. Guide for Family Day Care (E.I.D. Associates)
   Chapter 12 "Food, Nutrition and Learning"

10. Iowa Family Day Care Handbook (Iowa State Univ. Child Development Training Prog., 1979)
    Chapter 11 "Food, Nutrition and Learning"

11. When You Care for Children (Pitts, 1981)
    Section 4 "Provide Nutritious Food"

Good Food for Kids
Media Resources

1. Child Development and Child Health
   Food and Nutrition by Myron Winick, M.D. and Suzanne S. Fremon
   Parents' Magazine Films, Inc.

   Two filmstrip/tapes in this set of five are especially relevant to home day care providers (5-10 mins). They are:

   a. Judging for Yourself
      Discusses benefits of making foods from scratch as opposed to buying ready-made; emphasizes healthful snacks.

   b. Nutrition Good and Bad
      Shows health-related effects of good vs. bad nutrition.

*2. Health--An Ounce of Prevention
    Family Day Care Film Series

   Film gives tips on shopping, buying, and storing foods in a home day care setting.

* For free use, send a request to: Food and Nutrition Information and Educational Materials Center, National Agricultural Library Building, Room 304, Beltsville, MD 20705, Attention: Robyn Frank. Make sure to state that you are a nonprofit organization to qualify for free rental privileges.

*3. Let's Go Shopping
Family Day Care Film Series

Film discusses how to plan, choose, and store healthful foods for children in homebased day care.

*4. A Day in a Family
Family Day Care Film Series

Film shows how healthful mealtimes fit into the family day care schedule.

*5. Meal Preparation and Service
Family Day Care Film Series

Film emphasizes importance of child's mealtimes; gives tips on preparing and serving fresh foods.

6. Bringing Up Children, A How-To Guide for Parents and Caregivers
Feeding to Nourish and Love by Ira J. Gordon and Judith Tate
Parents' Magazine Films, Inc.

A set of five filmstrip/tapes dealing with feeding children, from infants to preschoolers.

a. Breast and Bottle
b. Solid Foods
c. The Push to Independence
   Deals with weaning a baby, introducing three meals plus snacks a day.
d. Feeding Myself
   Deals with toddlers.
e. Nutrition and Communication
   Deals with preschoolers.

Day Care as a Small Business

Family
Day Care

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Day Care as a Small Business
Training Activities

Activity 1: Someone Special

Trainer does:

Many times caregivers will have questions that only an expert can answer. Find out what the specific needs of your providers are and see if you can find a specialist in that field to speak with them. Be sure to find out if this specialist charges a fee for speaking to your group. Often insurance agents will be happy to explain the "ins and outs" of caregiver's insurance needs or someone from the IRS will come to help them during tax season. Ask your caregivers what they would like to know, and then start from there!

Activity 2: The Record Box

Trainer needs:

- a box for each participant
- grocery bags, file folders, and large envelopes
- pens and markers
- scissors
- Packet Piece #2, "An Easy Way to Keep your Records," from Day Care As A Small Business (one for each participant).

Trainer does:

Make a sample record box to put on display in front of the providers. If you have time, you may want to make two or three different kinds of record boxes to show the caregivers how they can use different sized boxes or different kinds of file folders. Emphasize the flexibility of this type of recordkeeping system and how no two record boxes need to look the same.

Gather the caregivers around a large table and read through Packet Piece #2, "An Easy Way to Keep Your Records," step by step. Discuss the different subject areas and talk about which ones are the most important to your providers. Give every person a box and put the file folders, grocery bags, envelopes, scissors, markers, and pens out in the middle of the table. Let the caregivers decide what kind of file they would like to use and then have them make a file for each child in their care. If you have enough folders, bags or envelopes, let the providers make more files for important financial records or other subject areas of their choice. If a provider already has set up a record box of her own, she might help others work to organize their materials.

Activity 3: Communicating With Parents

Trainer needs:

- paper
- pens or pencils
- Packet Piece #5, "Something For Parents," from Day Care as a Small Business (one for each participant)
- the story below

Trainer does:

In order to make sure that any business runs smoothly, there has to be a good communication system set up. Read the story below and then discuss ways that this caregiver might have better communication with her parents.

> "Oh, honey, I'm sorry that dinner isn't ready yet. It's just been one of those days and I haven't had a free minute to make the chicken. Mrs. Smith brought Tanya with the chicken pox and when I told her that I can't keep sick children, she got angry and said that I never told her my policy about sick children. Joy's mother didn't know that she was supposed to have a change of clothes here for Joy. I had to wash and dry her pants after she had an accident so she would have something to wear. And then to top it all off, Mr. Carne, our next door neighbor, came over to fuss at me about the parents honking when they come to pick up their kids. He says that his wife takes a nap late in the afternoon and that the honking wakes her up. Oh, Fred, how can I ever get all this information straight with the parents?"

After you have read this story, break the participants down into small groups. Ask them to do the following three things:

1. Talk about ways the caregiver in the story could have avoided the problems of her day.
2. Make a list of everything parents need to know about the day care home.
3. List three good ways that this information could be given to parents.

Bring the groups back together again after about 10 minutes and have them share their ideas with each other. Encourage individual providers to share the ways that they communicate with the parents in their own day care home. Discuss the importance of good communication between parents and caregivers and decide on effective ways to share important information.

Make sure that each person has a copy of Packet Piece #5, "Something For Parents," from the packet Day Care as a Small Business. Have them fill it out while they are still in your workshop and then encourage them to go home and share this information sheet with their parents.

Activity 4: That Makes "Cents"!

Trainer needs:

- pencils
- one copy of the "Monthly Record of Income and Expenses" for each participant
- one copy of the "Yearly Record of Income and Expenses" for each participant
  (These can be found in Packet Piece #3, "Forms," in Day Care as a Small Business)

Trainer does:

Many times caregivers may want to keep track of where their money goes but they just don't know how. This activity uses two of the sample forms in Packet Piece #3 to help them start their own record of what money comes in and where it goes out. Give each participant a copy of the "Monthly Record of Income and Expenses." Review the form and briefly explain what each column is for. Make sure to point out where they need to write a short description of each entry, as well as the amount of money.

This next part can be done in a couple of different ways. You can either read the story of Debby's Day Care to the caregivers and have them fill in their sheet step-by-step with you, or, you can make copies for each of them to read on their own. If you have the equipment, an overhead transparency also works well. Decide on what will work best with your group of trainers and present the story of Debby's Day Care. Ask them to fill in their Monthly Record as if the expenses of this week were the only entries for the month of September. After they have finished, review each entry, checking to see whether or not the caregivers have filled in their form correctly.

Once this form is completed, pass out copies of the Yearly Record to the caregivers. Ask them to total their expenses listed on the Monthly Record of Income and Expenses and then to record their totals on the Yearly Record for that month. Review their answers and make sure they understand how this form is to be used.

Debby's Day Care

Monday, Sept. 7, 1981

She spent $27.98 at the food store for groceries, $4.50 for toy blocks at the toy center, and $12.95 for diapers at the drug store. Debby received $35.00 in payments from the Smiths and the Hodges.

Tuesday, Sept. 8, 1981

Debby received $35.00 from the Stanleys for fee payments. Debby paid for the gas bill which was $47.50, and the family newspaper which was $4.50.

Wednesday, Sept. 9, 1981

Debby took all of her 5 day care children to the zoo, and she spent $12.00 for admission, $3.25 for drinks, and $1.25 for balloons. On the way home, she filled up her gas tank and spent $17.00

Thursday, Sept. 10, 1981

The Lawsons paid $35.00 for each of their two daughters at Debby's Day Care. Debby paid for the new lamp in the playroom and spent $21.00.

Friday, Sept. 11, 1981

Debby needed apples for a snack so she spent $1.19 at the store. While she was there she bought envelopes and pens for $3.00 to send out notices regarding the puppet show that her day care children were presenting for the neighborhood. Debby stopped at the Post Office and spent $4.25 for stamps.

Day Care as a Small Business
Content Resources

1. Business ideas. St. Paul, MN: Toys 'N Things Press, 1982.

2. Calendar keeper. St. Paul, MN: Toys "N Things Press, 1982.

3. Federal income tax survival kit and audit guide. Minneapolis, MN: Quality Child Care, Inc. (each January issue of Child Care Resources contains an updated yearly tax guide).

4. Host, M., and Heller, P. Day care #7: Administration. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1971 (DHEW Publication No. LOCD 73-20).

Day Care as Small Business
Family Day Care Resources

More complete bibliographical information for the books listed below can be found in the General Resources Bibliography.

1. Caregiver Handbook (Rodriguez, 1976)
   Chapter 4 "Getting Started as a Free-Lancer"

2. Caring for Children Today (Day Care Training System Project, 1979)
   Section 2 "Getting Prepared and Organized"

3. Day Care #9: Family Day Care (Seefeldt, 1973)
   Section II, Chapter 1 "Practical Considerations Before Offering Family Day Care in Your Home"

4. Facts and Fancies (Hemmings, 1976)
   Section 1 "The Provider and Her World"

5. Family Daycare Exchange (Pinsky, 1981)
   "Family Daycare as a Business:

6. Family Day Care Provider Handbook (Home Day Care Program, 1979)
   Chapter 14 "Business Family Management"

7. Family Day Care: Resources for Providers (Squibb, 1976)
   Chapter 7 "Keeping Records"

8. Family Day Care Training Materials (TAPP Assoc., 1977)
   "Program Management"

9. Family Day-to-Day Care (West, 1980)
   Part 3 "Business, Records and Taxes"

Day Care as a Small Business
Family Day Care Resources

10. Guide for Family Day Care (E.I.D. Associates)
    - Chapter 2 "Getting Started in Family Day Care"
    - Chapter 4 "Parents, Children and the Day Care Mother"
    - Chapter 5 "Keeping Accurate Financial Records"
    - Chapter 6 "Welfare, Food Stamps, Taxes and Day Care"
11. How to Start and Operate a Day Care Home (Durham Day Care Council, 1979)
    - Chapter I "Regulations and Services"
    - Chapter VII "Business Aspects of Family Day Care"
12. When You Care for Children (Pitts, 1981)
    - Section 5 "Get Organized"
    - Appendix 3

Day Care as a Small Business
Media Resources

1. Basic Record Keeping System
   Infant and Day Home Care Module 57
   Texas Department of Human Resources

   Short slide/tape discusses importance of setting up a good day home recordkeeping system and gives suggestions on how to do it. Script, caregiver's resources, and consultant's resources included.

Special Things for Special Kids

Family
Day Care

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Special Things for Special Kids
Training Activities

Activity 1: Communication

Trainer needs:

- a set of messages copied onto slips of paper, one message per slip, (see following page for "messages").

Trainer does:

Divide the participants into groups of pairs. Ask each pair of caregivers to move to a separate area of the room so pairs will be able to talk with one another and not disturb anyone else. Give one message to every caregiver and ask them to take turns "communicating" what it says to their partner. They must do this as if they were a deaf person with no speech. Most of the messages need a response, so be sure one is given in order to complete the interaction. Remind the participants of the points below.

1. You may not show your message to your partner for her to read.
2. No writing notes.
3. You may not use "sounds like" clues as in charades. Most deaf people would not understand this since they have never heard the word or sound you are referring to. (They can't pick out a word that sounds like something they have never heard.)

After the caregivers have finished communicating their messages to one another, bring them all back into one large group for a short discussion. Ask any or all of the following questions and encourage the caregivers to share their own reactions, feelings, and ideas.

1. How did you feel during this activity?
2. Was it difficult to do? Why or why not?
3. What methods of communication did you find worked best to get your ideas across to your partner?
4. If you met a deaf person today, how might you be most helpful to him?
5. Does this give you new insight into the needs of hearing-impaired individuals?

Messages

1. My car is broken. Where is the nearest gas station?
2. My little boy is sick, please help me call the doctor.
3. Where is the nearest bathroom?
4. I am lost. What is the name of this street?
5. I'm so hungry. Where is the nearest pizza place?
6. Help! Someone just stole my wallet! Where is a policeman?
7. It sure is a beautiful day. Do you think it will rain this afternoon?
8. I'm going to get an ice cream cone. Do you want one too?
9. I have a terrible headache. Do you have any aspirin?
10. The community center opened today. Do you want to go swimming?

Note: If you have more than ten caregivers in your workshop, you can either make extra copies of each message or write new ones of your own. Also, if you have enough time it might be fun to give each participant more than one message to communicate.

Activity 2: A Handicapped Child in the Home

Trainer needs:

- one copy of Packet Piece #1 in Special Things for Special Kids for each participant
- several copies of each child description (Training Activities Handouts #1 and #2).

Trainer does:

Give the caregivers time to read through Packet Piece #1. Discuss their preconceived ideas about handicapped children and how they compare to what they have read. Talk about the different kinds of "special needs" children and what they might be like.

After your discussion divide the participants into two groups to do the following exercises. Give one group copies of Shawna's story and the other David's. Ask them to decide as a group on how they would handle the situation and then come up with 10 activities which could be used in a home with either David or Shawna.

When both groups have completed their exercises, ask them to share their problems, solutions, and activities with the other group. Encourage the caregivers to give feedback to each other or provide alternate ideas if they have had similar experiences.

A Handicapped Child in the Home

Shawna

Four-year-old Shawna was in a car accident last year where both of her arms were badly hurt. Her arms have healed nicely, but she still has some trouble picking up small objects or using her fingers for some activities. Shawna's doctor says that she must use her hands so the muscles will grow stronger, but Shawna gets frustrated very easily because things are so difficult for her to do now. What could you do to help her get the exercise she needs and at the same time deal with her frustration in a positive way.

List ten activities you could do with Shawna in your home.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Special Things for Special Kids
Training Activities Handout #2

A Handicapped Child in the Home

David

David is a bright five-year-old blind child in your care. He is a happy little boy who loves to play with other children. He talks well and will tell you endless stories about things he does now or wants to do "someday when he can see." You know that the doctors have said David will never be able to see, but you don't want to stifle his creative imagination. What could you do to help him deal with his handicap, but still encourage all of his other talents?

List ten activities you could do in your home with a young blind child like David.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Activity 3: What's a Caregiver to Do?

Trainer needs:

- copies of both stories for each group (Training Activities Handout #3)

Trainer does:

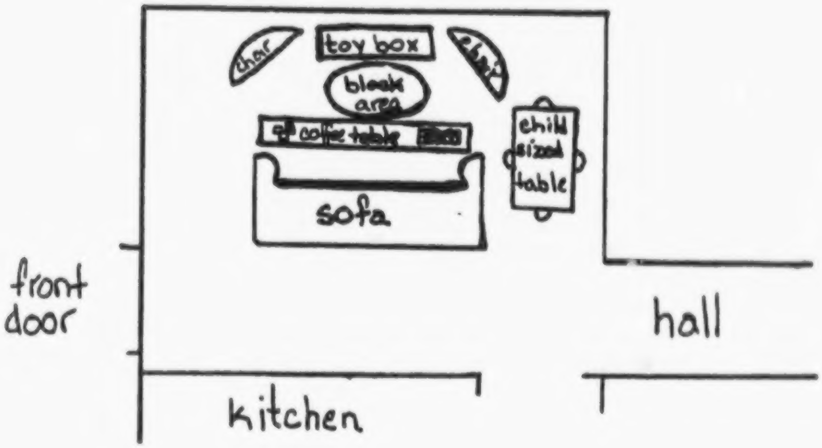
Divide the caregivers into small groups of three to five. Give each group copies of the stories and ask them to find solutions to each problem. When all of the groups have finished, bring them back together and ask them to report their solutions to the entire group. Encourage the caregivers to share some of their own experiences of how they worked out similar situations in their homes.

Special Things for special Kids
Training Activities Handout #3

Maria's Story

Maria is 3 1/2 years old and wears leg braces. She has been walking for over a year now, but is still very clumsy. She often trips in the block area and just can't make her way around the furniture without scratching it with her braces. Maria is a bright little girl who loves to draw pictures, play with clay, and make lots of other things with her hands. She talks well, also. She enjoys looking at picture books and any kind of magazine while she tells you the story about the pictures. Maria is a nice child to care for, but you are afraid that all your furniture will be ruined if she continues to stay in your care. What can you do?

Room arrangement at Maria's day care home



Willie's Story

Willie is a four-year-old who comes from a family of seven children. Four children are older than Willie and two are younger. He is a quiet child who doesn't talk very much, but even when he does, he speaks in sentences of only two to three words (such as "I want cookie"). As far as you know, Willie does not talk very much at home either. If he wants something, he just points to it and someone will get it for him. Willie seems to forget things more than your other preschoolers and you're not quite sure whether he really didn't hear you or whether he has just forgotten what you've said. He always seems to end up in the middle of the rug when it is time to be sitting at the table or he is at the toy box pulling out more trucks just as you've said to put everything away. Because of this pattern of behavior, things get very confusing in your home and activities are often disrupted. What could you do to help solve some of these problems?

Special Things for Special Kids
Content Resources

1. Stein, S. About handicaps. New York, NY: Walker and Company, 1974.
2. West, K. (Ed.). Reach out to a special child. Mound, MN: Quality Child Care Press, 1981.
3. When you care for handicapped children. Austin, TX: Southwest Educational Development Laboratory, Texas Department of Human Resources, 1979.
4. More, C., Morton, K. & Mills, J. A reader's guide for parents of children with mental, physical, or emotional disabilities. Rockville, MD: US Dept. of Health, Education, and Welfare, 1979. DHEW Publication No. (HSA)79-5290. Complete listing of books which relate to the parenting of handicapped children. Excellent resource.

Special Things for Special Kids
Family Day Care Resources

More complete bibliographical information for the books listed below can be found in the General Resources Bibliography.

1. Family Daycare Exchange (Pinsky, 1981)
   "Children with Special Needs"
2. Family Day Care Providers Handbook (Home Day Care Program, 1979)
   Chapter 9 "Individual Strength"
3. Family Day Care Training Materials (TAPP Assoc., 1977)
   "Children with Special Needs"
4. Family Day-to-Day Care (West, 1980)
   "Kara: A Whole Person" (pp. 35-38)
5. Iowa Family Day Care Handbook (Iowa State Univ. Child Development Training Program, 1979)
   Chapter 6 "The Children"

Special Things for Special Kids
Media Resources

1. Children with Special Needs
   TAPP Associates
   Yellow Brick Films, Inc.

   Slide/tape (approximately 10 mins.) deals with the care and needs of children who are physically, mentally or emotionally handicapped. Emphasizes that any handicapped child should be treated, first, as a child. Closely parallels the content of the packet "Special Things for Special Kids." Directed towards a home day care provider audience.

2. Bringing up Children, a How-To Guide for Parents and Caregivers
Health Care by Ira J. Gordon, Joanne Patray, and William Patray
Parents' Magazine Films, Inc.

One of the five filmstrip/tapes in this set is appropriate support material for special needs children:

The Wide Range of Normal
Emphasizes that although there is an "average" baby, most babies differ somewhat, but are still normal. Gives milestones to watch for in a child's development and suggests when to seek outside help.

3. Children with Handicaps
Intellectual Disabilities by Donald J. Stedman
Parents' Magazine Films, Inc.

Four of the five filmstrip/tapes in this set are suggested for use with homebased day care providers. They are:

a. Mental Retardation
b. Recognizing the Symptoms
c. Parental Involvement
d. Five Types of Services

4. Children with Handicaps
Physical Disabilities by Anne P. Turnbull and Susan Marie Daniels
Parents' Magazine Films, Inc.

Two filmstrip/tapes in this set of five are epsecially recommended for use with homebased day care providers. They are:

a. What Can We Do
b. Support Services

5. Children with Handicaps
Educational and Language Disabilities by James J. Gallagher
Parents' Magazine Films, Inc.

Two of the five filmstrip/tapes in the set are suggested for use with home day care providers. They are:

a. The Family's Responsibilities
b. The Professionals Who Help

One Land:
Many Cultures

Family
Day Care

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One Land: Many Cultures
Training Activites

Activity 1: Introduce Yourself--A Discussion

Trainer needs:

- one copy Packet Piece #3 "New People in the United States"

Trainer does:

Introduce the idea that America is made up of people with many different backgrounds. Begin by reading the letter, Packet Piece #3, People in the United States. Ask for reactions: Did you realize that there were so many different cultures in the United States? Have you ever met or been friendly with people who are new to your community? Tell us about your experience.

Next, help the participants find out how many cultural backgrounds are represented, within the group. Beginning with yourself, tell your full name, and as much as you want to tell about your family background:

- How you came to live where you do.
- Where your parents come from.
- Anything you know about grandparents, or other relatives. (where they come from, what jobs they did, etc.)

Note that although people in the group may appear to be similar each has his own background which is special just to himself. Remind participants that good relationships come from liking yourself and from understanding others.

Activity 2: Cook a Snack

Trainer needs:

- supplies for cooking activity

Trainer does:

Set up a cooking activity in which participants can each make their own snacks. Choose a simple recipe, which is representative of a cultural group. If time permits, try the recipe for Pita-Mid Eastern Bread, shown in "Something for Children," Packet Piece #5 . If a recipe which takes less time is needed, you can find one in the children's cookbook, Cook and Learn, listed in "When You Want to Know More," Packet Piece #8.

Activity 3: Individuality--A Game

Trainer needs:

- one potato for each participant, in a bag or box

Trainer does:

A. Talk about:

Each person is special, in his own way.
Although a person may appear to be just one of a group, if you look at them, you will find many small differences which make each person special. Caregivers need to look for, understand and apppreciate individual differences.

B. Tell participants you are going to play a game with potatoes in which each person will choose a potato from the bag, hold it and look at it for five minutes, and then put it back in the bag. After a ten minute break, put all of the potatoes into a pile on a table or on the floor. Ask each person to find his own potato again. Players are not allowed to mark their potatoes in any way. They must learn to identify their own potato, just from its individual characteristics.

C. Talk about:

- Did you think this would be an easy or difficult task before you played the game?
- How did you do? Could you find your potato? What characteristics helped you?
- What do you think this shows us about dealing with others?
- What do you think this game has to do with the packet, *One Land: Many Cultures?*

One Land: Many Cultures
Training Activities

Activity 4: How Do You Celebrate Holidays?

Trainer needs:

- one copy of "Something for Yourself" (Packet Piece #6) for each participant

Trainer does:

Have participants look at "Something for Yourself," Packet Piece #6. Together, choose one holiday that everyone knows about and celebrates, for example, July 4, Independence Day. Have each participant tell how that holiday is celebrated in their home. Talk about:

- How or why the things each person does in celebrating is like or unlike that of another person.
- How or why the things each person does in celebrating are important.
- The importance of including special parts of each child's holiday traditions into a day care home setting.
- How holidays are celebrated in the homes of children in their care.
- What caregivers could do to bring the children's traditions into the day care home.

Activity 5: What Can You Tell From The Way People Look?

Trainer needs:

- sets of pictures, each showing two children of different cultures

Trainer does:

Hand out a set of pictures to each participant. Ask participants to list five things that are the same and five things that are different about the two children. Have participants share what they listed.

Talk about:

- How did you feel about each child before making your list?
- Did making the list change the way you felt about each child? If so, how?
- What are some things you can't tell about each child from the picture?
- How can we keep from jumping to conclusions about people when we first see them?

One Land: Many Cultures
Content Resources

1. McNeill, E., Allen, J., & Schmidt, V. Cultural awareness for young children. Dallas, TX: The Learning Tree, 1981.

   Preschool activities in food, games, art, dance, and daily living from many cultures. Learning-by-doing approach to gaining respect and understanding of Asian, Black, "Cowboy," Eskimo, Mexican, and Native American cultures.

2. Tips on the Care and Adjustment of Vietnamese and Other Asian Children in the United States. Washington, D.C.: U.S. Dept of Health, Education, and Welfare, Office of Human Development, Children's Bureau [DHEW PUB. NO. (OHD) 76-30072].
   Excellent booklet tells about special needs of Asian children in America.

One Land: Many Cultures
Home Day Care Resources

More complete bibliographical information for the book listed below can be found in the General Resources Bibliography.

1. Family Day Care Provider Handbook (Home Day Care Program, 1979)
   Chapter 9 "Individual Strength"

One Land: Many Cultures
Media Resources

1. Cultural Diversity . . . How It Enriches Day Care
   Infant and Day Home Care Module 64
   Texas Department of Human Resources

   Short slide/tape discusses how different cultural backgrounds affect the ways children behave in a day care setting; suggests ways of using cultural differences as learning experiences in a program. Uses slides from both day care centers and day care homes. Includes script, caregiver's resources, and consultant's resources.

2. With Pride to Progress, The Minority Child
   Parents' Magazine Films, Inc.

   Four sets, each containing five filmstrip/tapes. Directed towards a parent audience and appropriate for use with homebased day care providers. It is especially suggested that the trainer preview these presentations to see if they are appropriate for use with the group being trained. The sets are as follows:

   a. The Black Child by James P. Comer
   b. The Chicano Child by Nathaniel Archuleta
   c. The Puerto Rican Child by Aixa Figueroa De Berlin and Pedro F. Urbiztondo
   d. The Indian Child by Winona Sample

Working with Parents

Family
Day Care

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Working with Parents
Training Activities

Activity 1: Who Knows What?

Trainer needs:

- one copy of the question list for each participant (Training Activities Handout #1)

Trainer does:

Pass out a copy of the "Who Knows What?" question list to each participant. Take about 5-10 minutes to have the caregivers briefly write down their answers and then divide them into small groups of 3 to 4. Have them discuss their answers with each other and talk about good ways to communicate about this kind of information with parents.

After the small groups have finished sharing their answers with each other, bring the whole group back together again. Lead a short wrap-up discussion by asking the caregivers to tell you what new ideas they have learned from each other. Ask them how they will try out these new ideas in their own family day care home.

Activity 2: Conflicts

Trainer does:

Role play the following situations with the caregivers. You can choose two caregivers or play one of the parts yourself.

1. It's 5:30 and time for Janice to go home. Since the children have been playing in the sand box all afternoon, her clothes are dirty when she runs to give her mom a hug. As her mom looks at her she says, "What happened? Why is she so dirty? She's not allowed to get that dirty at home." What would you do?
2. Sixteen-month-old Ronnie comes to your home one Monday morning in training pants. His mom tells you that she is going to toilet train him if it is the "last thing she does." You know that Ronnie is nowhere near ready to be toilet trained. What would you do?
3. It is Mrs. Key's turn to bring the afternoon snack, but when she gives you the bag of food you notice that it is filled with soda, jelly beans, and potato chips. You know that this is not a nutritious snack to feed the children, but you don't want to hurt Mrs. Key's feelings. Plus, this is the first time that she has ever brought a snack, and you want to encourage her participation in your day care. What would you do?

Working with Parents
Training Activities Handout #1

Who Knows What?

Question List

1. List some of the things you tell parents when you first take their child into your care? ______________________________

   ____

2. What written information do you give them, if any? ____________

   ____

3. What kind of information do you ask parents to give you? ________

   ____

4. What do the parents seem to expect from you as their caregiver? ____

   ____

5. What do you expect from them? ______________________

   ____

6. What do you do if the child has a problem? ______________

   ____

7. How do you communicate best with parents?

   ____ daily chat
   ____ written notes
   ____ weekly or monthly conference
   ____ other ______________________________

Activity 3: The Guilty Parent: A Discussion

Trainer does:

Many parents feel guilty about leaving their children with someone else while they go to work. Have a discussion about how to make parents feel more comfortable about leaving their children in your care. The following questions may help you begin.

1. Does anybody have parents who say they feel guilty or worried about leaving their children in day care?
2. Do you have parents who don't tell you, but show you in different ways? (i.e., the parent who hugs and kisses her child for 10 minutes before she can leave, or the parent who drops the child off at the curb and hurriedly drives away without even waving.)
3. Why do you think they feel guilty?
4. What are some ways to make them feel more at ease about leaving their children?
5. Do any of you feel that because some parents work, they don't love their children?
6. Do you think that some parents might act the way they do because they feel guilty about leaving their children with someone else rather than because they don't love them?
7. Do you ever feel competition from the parent for the child's love?
8. What do you think happens when the child feels that competition?

Activity 4: All Different Kinds

Trainer needs:

- one copy of "Families Are Not Alike" (Packet Piece #2) for each participant

Trainer does:

Hand out a copy of "Families Are Not Alike" to each participant and give them a few minutes to read it. Then, begin a group discussion by saying, "Everyone knows that there are many different kinds of families today: single parents, young parents, families with several children, and families with only one child, and many more. What are the families of your day care children like?"

During your sharing session be sure to talk about the following ideas:

1. Ways to involve each parent in your day care program.
2. How to recognize the different needs of parents.
3. Some specific needs of different kinds of parents or families.
4. Ways to help and support your day care parents.
5. The needs of children who come from these different families.

Working with Parents
Content Resources

1. Dodson, F. How to parent. New York, N.Y.: Signet, The New American Library, Inc., 1971.
2. Gordon, T. P.E.T.: Parent effectiveness training. New York, N.Y.: Peter Wyden, 1973.
3. New parent adviser. Knoxville, TN: 13-30 Corporation, 1981.
4. Parent information file. Austin, TX: Southwest Educational Development Corporation, 1976.
5. Parenting adviser. Knoxville, TN: 13-30 Corporation, 1981.
6. Pre-parent adviser. Knoxville, TN: 13-30 Corporation, 1981.

Working with Parents
Family Day Care Resources

More complete bibliographical information for the books listed below can be found in the General Resources Bibliography.

1. Caregiver Handbook (Rodriguez, 1976)
   Chapter 2 "Starting Your Day Care Service"
2. Caring for Children Today (Day Care Training System Project, 1979)
   Section 10 "Working with Parents"
3. Day Care #9: Family Day Care (Seefeldt, 1973)
   Section I, Chapter 1 "What Parents Should Look for in Selecting a Family Day Care Home for Their Children"
   Section I, Chapter 2 "The Responsibilities of Parents in the Family Day Care System"
4. Family Daycare Exchange (Pinsky, 1981)
   "Parent-Provider Relations"
5. Family Day Care Provider Handbook (Home Day Care Program, 1979)
   Chapter 13 "Parent-Provider Relationships"
6. Family Day Care - Resources for Providers (Squibb, 1976)
   Chapter 8 "Working with Parents"
7. Family Day Care Training Materials (TAPP Assoc., 1977)
   "Parent Involvement"
8. Family Day-to-Day Care (West, 1980)
   Part IV "Parent Communications"
9. Guide for Family Day Care (E.I.D. Associates)
   Chapter 4 "Parents, Children and the Day Care Mother"
10. How to Start and Operate a Day Care Home (Durham Day Care Council, 1979)
    Chapter VI "Working Effectively with Parents"

Working with Parents
Family Day Care Resources

11. Iowa Family Day Care Handbook (Iowa State Univ. Child Development
    Training Prog., 1979)
    Chapter 5, "The Parents"

Working with Parents
Media Resources

1. Day Care Mothers' Relationship to Parents
   Infant and Day Home Care Module 63
   Texas Department of Human Resources

   Short slide/tape gives tips on how to deal with parents successfully in a home child care setting. Script, caregiver's resources, and consultant's resources included.

2. Listening to Me, Listening to You
   TAPP Associates
   Yellow Brick Films, Inc.

   Slide/tape (approx. 10 mins) deals with the importance of good communication between a day care provider, her family, and the parents of the children in her care. Instructs on types of communication; shows an example of poor communication in a homebased day care setting, and later shows the same instance, improved by good communication. The comprehension level of this presentation is high, but concepts are supported with explanations. It is especially suggested that the trainer preview and decide how to use.

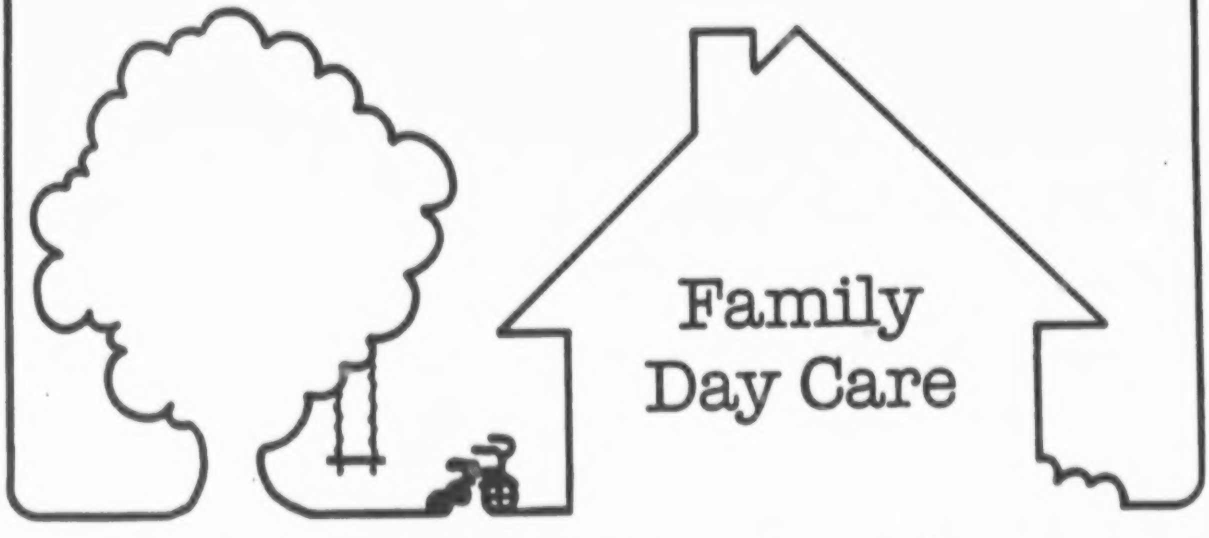
3. Success as a Single Parent
   Central Piedmont Community College

   Slide/tape describes problems faced by many single parents and ways of coping with these problems. Directed towards single parents, but recommended for use with caregivers to develop understanding of the problems single parents face. Program gives many solutions which caregivers could pass on to parents, or use themselves. Script, post-test, and handouts included.

4. Stress in a Single Parent Family
   Central Piedmont Community College

   Slide/tape deals with identifying and understanding stress in the adult and child of a single parent family. Suggests four ways to decrease stress. Script, pre/post test included.

Community Help for Caregivers



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Community Help for Caregivers
Training Activities

Activity 1: What's in Your Community?

Trainer needs:

- Packet Piece #1 from Community Help for Caregivers (one for each participant)

Trainer does:

Read together page one of Packet Piece #1 and then open to the middle section called "What's in Your Community?" Begin a discussion about local services by asking some of the following questions.

1. Which of these community helpers are available in your town?
2. Which ones have you used?
3. Are there others not listed here?
4. How can you find out about more resources in your own town?

Give each provider a chance to talk about her own experiences with community helpers in her town. Have people bring up problems that they or their day care parents have, and ask the rest of the group to think of people or places in the community where help could be found.

Activity 2: Things to Do, Places to See

Trainer needs:

- a collection of different flyers, news clippings, newsletters or information sheets about things to do and places to see in a local community. Provide at least one or more for each participant. Make sure to include free or low cost places.

Trainer does:

Pass out at least one brochure to every caregiver. Give them about 5 to 10 minutes to read the information and then ask each caregiver to tell the rest of the group what they have read. As you talk about these different things to do and places to see, be sure to stop if any caregiver has been to that place herself. This will allow her to share her own experiences with the group. This is a fairly informal activity so encourage as much group discussion and personal feedback as possible.

Activity 3: Community Helpers

Trainer needs:

- one copy of Packet Piece #3, "Your Own Community as a Resource" from Community Help for Caregivers for each participant
- several local telephone books

Give each participant a copy of packet piece #3 and divide them into small groups of two to four people. Give each group a telephone book and ask them to do the following three things.

1. Fill in all of the Community Help numbers on the back page of the packet piece.
2. Fill in the phone numbers for the local library and recreation center.
3. Fill in all of the blank lines and corresponding phone numbers for other community helpers that are not already listed.

After each small group has completed its list, bring everyone back together into one large group. Ask each group to share the new community helpers they have thought of and what services they provide. If any caregivers have personally used the community helpers discussed, have them share their experiences with the entire group.

Activity 4: Who's Out There?

Trainer does:

Find out what special interests your caregivers have and invite a guest speaker to your meeting. The list below will give you a few ideas to start with, but you will probably want to follow the suggestions and interests of your providers if they differ from these ideas.

A librarian can tell you about the many resources available at the library, as well as the services it provides.

A representative from the county mental health center can talk about their facilities, group meetings, screening clinics, or other services they offer.

Someone from the local community college or technical institute can present an overview of course selections, workshop ideas, or other activities they provide. Often child development programs may have students who need practicum sites and will be able to help care for children.

A child psychologist or social worker can talk about child abuse and neglect, what to do if you suspect a problem or how to best help a child who has been abused or neglected.

Community Help for Caregivers
Content Resources

1. New faces, new spaces: Helping children cope with change. St. Paul, MN: Toys 'N Things Press, 1980.

Community Help for Caregivers
Family Day Care Resources

More complete bibliographical information for the books listed below can be found in the General Resources Bibliography

1. Caring for Children Today (Day Care Training System Project, 1979)
   Section 9 "Recognizing and Handling Child Abuse and Neglect"
2. Day Care #9: Family Day Care (Seefeldt, 1973)
   Section II, Chapter 4 "Resources for Caregivers in the Family Day Care Home"
3. Family Day Care Provider Handbook (Home Day Care Program, 1979)
   Chapter 15 "Community Resources"
4. Family Day Care--Resources for Providers (Squibb, 1976)
   Chapter 5 "The Community and You"
5. Family Day Care Training Materials (TAPP Associates, 1977)
   "Community Resources"
6. Guide for Family Day Care (E.I.D. Associates)
   Chapter 7 "Knowing Your Community"
7. How to Start and Operate a Day Care Home (Durham Day Care Council, 1979)
   Chapter VIII "Community Resources for Caregivers"
8. Iowa Family Day Care Handbook (Iowa State Univ. Child Development Training Prog., 1979)
   Chapter 12 "The Community"
9. When You Care for Children (Pitts, 1981)
   Appendix 4 "Resources"

Community Help for Caregivers
Media Resources

1. Childhood at Risk--Helping Young Children Handle Harsh Realities
   Minnesota Family Day Care Training Project

   Filmstrip/tape (approx. 10 mins.) suggests ideas on how the caregiver can help a child in her care who has problems with parents (e.g., child abuse/neglect or a child with parents who are separating). Script ends with the reminder that a caregiver can, and in some cases, must, make referrals to community agencies for help.

2. Children with Handicaps
   Intellectual Disabilities by Donald Stedman
   Parents' Magazine Films, Inc.

   Five Types of Services
   One of the five filmstrip/tapes in this set describes community services which are available to help in the diagnosis and/or treatment of mental retardation in children.

3. Children with Handicaps
   Physical Disabilities by Anne P. Turnbull and Susan Marie Daniels

   Support Services
   One of the five filmstrip/tapes in this set describes community services available to help children who are physically handicapped.

4. Child Abuse Hurts
   Edgecombe Technical Institute

   Slide/tape (19 mins.) deals with recognizing, referring, and reporting cases of child abuse. Describes Community Services available for help. Includes script, pre/post test.

Care for the School-Age Child

Family
Day Care

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Activity 1: What Message Does My Family Day Care Home Give?

This is an activity for thinking about the impression your house, yard and activities give of your school-age program.

Trainer needs:

- A copy of Messages My Program Gives for each trainee (Training Activities Handout #1)
- pencils

Trainer does:

Distribute a copy of the training activities handout to each participant.

Discuss each message, one at a time. Talk about what the message statement means to you. Invite participants to say what it means to them.

Then have participants complete the statements of ways the message is given. Complete one statement and talk together about it before you go to the next. Some answers are places, some methods, etc. In talking about it you will decide the kind of answer needed. Keep all answers short and allow time for all participants.

If time allows talk about ways this information could be shared with parents.

Care for the School-Age Child
Training Activities Handout #1

MESSAGES I WOULD LIKE MY PROGRAM TO GIVE
Inventory Sheet

Message #1: I value the individual. Therefore:

I provide these places for personal storage: ____________,

____________________, ____________________.

I provide these places for being alone: ____________,

____________________, ____________________.

I plan one-to-one times with each child during ____________

____.

Message #2: I understand that my school age children are growing fast.

Therefore:

I make good food available by ____________________,

____________________, ____________________.

I make resting a pleasant thing to do by ____________,

____________________, ____________________.

I provide chances for using new muscles with ____________,

____________________, ____________________.

Message #3: I enjoy the children's creativity. Therefore:

Some craft and art materials I keep available are ____________

________, ____________, ____________, ____________.

I plan some activities away from home like ____________,

____________________, ____________________.

I accept some ideas the children have for doing things such as

____________, ____________, ____________.

Inventory Sheet

Message #4: I value learning. Therefore:

I provide for homework by ________________________________,

____________________________,____________________________.

I make books and reading available by ______________________

__________, ____,

____.

I encourage their natural interest in their world by _______

______________________, ___________________________,

____.

Activity 2: "I Remember When . . . ."

An activity to help the care provider think about what makes a lasting impression on children and to use her own experiences as resources. Some times it is difficult for adults to stay aware of the differences in how they feel about things as grown-ups and how they felt about the same things when they were children. Remembering their own school experiences may help providers be more sensitive when planning the children's after school program.

Trainer needs:

- one copy of Training Activities Handout #2 for each person
- pencils

Trainer does:

Talk about activities that are part of school (field trips, lessons, experiences, and relationships with teachers, etc.) to help caregiver remember her own school experiences.

Have each person complete a form and read it aloud. Discuss these memories as a group, one at a time.

Using the experiences discussed, try to have the group come to some understanding about what makes a good or bad school experience for children. Discuss why their good experiences were good.

Don't ignore their unpleasant experiences. Discuss why they were unpleasant and how they might have been avoided. Discuss the differences in age and development that make an experience great for one age and scary, unpleasant, or boring for another.

Have caregivers think of, and talk about, how they could help the kids in their care get the best from school experiences (help with homework, listen to children talk about happy or unhappy times at school, suggest possible ways to make school a better experience, etc.).

Have caregivers talk about how they can use their memories when planning things to do for the school-agers in their care (making the most of the children's interests, giving kids free time just for silliness, trusting them to go to a special place, etc.).

"What I Thought About School"

Teachers

I liked some because ______________________________
____.

I disliked some because ____________________________
____.

School work

I liked some because ______________________________
____.

I disliked some because ____________________________
____.

Homework

I liked some because ______________________________
____.

I disliked some because ____________________________
____.

Other children

I liked some because ______________________________
____.

I disliked some because ____________________________
____.

Care for the School-Age Child
Training Activities Handout #2 continued

"What I Thought About School"

Coming home from school

I liked it when ______________________________

____.

I disliked it when ______________________________

____.

Field trips

I liked some because ______________________________

____.

I disliked some because ______________________________

____.

Activity 3: Are They Ready?

This training discusses several after school activities school-age children might be ready to do beyond arts and craft activities and "playing outside." They each involve a little extra responsibility on the part of the child and trust on the part of the provider.

Trainer needs:

- pencils
- Training Activities Handout #3

Trainer does:

Have the participants read the form. Explain that these are ideas to use for considering what abilities a child needs before he can take certain responsibilities. Talk about the fact that children develop at different rates and have strengths in some areas and not in others. Have them fill in the first three activities, then discuss them as they are read aloud.

Develop the idea that it is the child's skills, not necessarily his age, which should determine his activities. Discuss the need for the provider to trust children and talk about why this is sometimes difficult.

Complete the rest of the form with ideas from the providers.

Care for the School-Age Child
Training Activities Handout #3

If a child wants to ride her bicycle on the sidewalk/in the street,

she must be able to ______________________________

____

I must be able to ______________________________

____

If a child wants to take the toddler for a walk,

he must be able to ______________________________

____

I must be able to ______________________________

____

If a child wants to go to the store for us,

she must be able to ______________________________

____

I must be able to ______________________________

____

If ______________________________,

He must be able to ______________________________

____

I must be able to ______________________________

____

Activity 4: Agreeing with Families about After School Activities

No provider can treat every single child and family the same. This activity helps the provider determine her arrangements as they relate to the special needs of each child. Arrangements that relate to a family's concerns are also discussed.

Trainer needs:

- pencils
- Training Activities Handout #4

Trainer does:

Present the idea that school-age children require some freedom in after school activities but still need close supervision.

Use the topics on the handout as starters for discussion. Do not force the group to come to general conclusions but help each provider to come to her own. She can make notes on the paper for her own use in future situations.

Help the provider see that her own attitude may be restricting an activity the children are ready for. But help her to see she also has a right to make arrangements that are convenient for her.

Talk about ways decisions and rules are made about each of these activities. Ask providers to tell about how this kind of information is shared with parents. Are parents ever included in the decision making? Are the children? Why or why not?

Care for the School-Age Child
Training Activities Handout #4

Discuss arrangements related to the following:

Notes

bikes ____________________

sports ____________________

after school practice and lessons ____________________

____

children from the same family in care ____________________

____

field trips with day care group ____________________

____

homework ____________________

meals and snacks ____________________

household chores at day home ____________________

errands for day care provider ____________________

____

trips to store alone ____________________

play in neighbor's or friend's yards ____________________

____

trips to library alone ____________________

other ____________________

____

Activity 5: "I Remember Making . . . ."

Thinking about activities that appealed to you as a child gives you clues for choosing and planning appropriately. This is an activity which can help the care provider be a resource to herself and others by helping her remember the things she enjoyed making when she was a child.

Trainer needs:

- Several "I Remember Making . . ." forms (Training Activities Handout #5) for each participant
- pencils

Trainer does:

Talk about things you made as a child (in school, scouts, church, home, or neighborhood) and try to recall a favorite and how you felt about it. Did you like the feel of it? Was it giant size like a sidewalk mural? Was it miniature? Did it involve using materials you were not ordinarily allowed to use or going some place usually off limits? What did you do afterwards, use it, draw it, tell about it?

Read the top section of the form aloud to be sure caregivers know how to fill in the bottom.

Have each participant complete a form.

Discuss each form. Talk about how this can help recall other things and make adults more sympathetic to what the children like to experience.

Distribute extra copies of the handout so the providers will be encouraged to continue recording ideas from their own experience.

Care for the School-Age Child
Trainings Activities Handout #5

EXAMPLE:

"I Remember Making . . ."

When I was about __ years old and in the ___ grade I remember making a

______________________________ at ______________________________.

While I was making it I felt ______________________________

______________________________. When I was through, I felt ______________

____

____

____

Can I do this same activity with my day care kids? ________________

Can I do something like this with my day care kids? ________________

Explain. ____

____.

------------------------------------cut------------------------------------

"I Remember Making . . ."

When I was about ___ years old and in the ____ grade I remember making a

______________________________ at ________________________.

While I was making it I felt ______________________________

______________________________. When I was through, I felt ______________

____

____.

Can I do this same activity with my day care kids? _____.

Can I do something like this with my day care kids? _____.

Explain. ____

____.

Activity 6: Care Provider's Travel Guide to Learning Places for School-Agers

This is an exercise to help the caregivers think about how to plan when considering an activity away from the provider's home.

Trainer needs:

- flip chart or blackboard
- colored pens or chalk
- one Training Activities Handout #6 for each participant

Trainer does:

Draw a large copy of the handout on the flip chart so you can write on it while the participants write on their handouts.

Distribute the travel guide form to each participant. Have them put the name of their day care home in the proper block. Then suggest one place they all might like to visit (like a public park) and write it on one of the site blocks on your chart. Let caregivers fill it in on their form. Then stop writing and talk for a while about what must be considered if this place were to be visited as field trip activity. For example, things like traffic, transportation, time available and distances need to be planned. The ages of all the children need to be considered. Does it take money? Then after a thorough discussion have each provider jot down one or two things that need most consideration in her case. Don't try to solve the problems, just help the provider begin to realize the extent of planning necessary.

Go on to another common site for a trip and repeat. It might be good to leave one box for the providers to do on their own at the end. If there is enough time they might share their thinking.

Care for the School-Age Child
Training Activities Handout #6

CARE PROVIDERS' TRAVEL GUIDE

Site ____________________

Plan for:

Site ____________________

Plan for:

Home

Site ____________________

Plan for:

Site ____________________

Plan for:

Care for the School-Age Child
Content Resources

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4. Day care for school-agers. Austin, Texas: Texas Department of Human Resources, 1977.

5. Foust, B. Helping your child to read. Raleigh, NC: NC Department of Public Instruction, 1974.

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Care for the School-Age Child
Family Day Care Resources

More complete bibliographical information for the books listed below can be found in the General Resources Bibliography.

1. Day Care #9: Family Day Care (Seefeldt, 1973) Section II, Chapter 3 "Developmental Needs for Children".

2. Family Day Care Training Materials (TAPP Assoc., 1977)
   "Child Growth and Development: Middle Childhood"
   "Child Growth and Development: School-age Children"

Someone Special, Child Growth and Development: Middle Childhood
TAPP Associates, Inc. Slide/tape (approx. 10 mins.)

Discusses support and guidance needed by children between 6 and 12 years old. Narrated by a home day care provider and a 10 year old boy. Emphasizes the need for after-school-care in this age group, the growth towards responsibility, and how the caregiver can work with parents. Script, with questions for discussion included.

School's Out - Out of School Care
by Elizabeth Prescott, Yolanda Torres, and June Sale, Pacific Oaks College.
Filmstrip/tape.

Discusses how different after school care programs can all meet children's needs. Many needs are mentioned: the need for food, physical activity, friends, learning responsibility, good adult models, and places for interests to grow. Clear script and interesting photos give a complete look at a good after-school program. Script included.

The Forgotten Years: Understanding Children 6 to 12.
Parents' Magazine Films, Inc.

Five sets of filmstrip/tapes, each set made up of five separate filmstrips. Directed at parents, but the information is valuable to home day care providers. The sets are:

A Sense of Self

a. "Growing Up"
b. "Emotional Development"
c. "The Child at Play"
d. "Sexual Identity"
e. "Peer Group Relations"

Physical Development

a. "Growth and Change"
b. "Maintaining Health"
c. "Motor Development"
d. "Learning Safety"
e. "Pre-Adolescence"

The Growth of Intelligence

a. "The Developing Mind"
b. "New Ways of Thinking"
c. "Moral Reasoning"
d. "Language and Communication"
e. "The Parent's Role"

The Child and the Family

a. "The Child Steps Out"
b. "Life Chances"
c. "Living with Others"
d. "T.V. and the School Age Child"
e. "Parenting and the Middle Years Child"

The School Experience

a. "Goals of the School"
b. "Social and Emotional Development"
c. "Approaches to Learning"
d. "The Parent, the Teacher, and the Child"
e. "Learning Problems"

GENERAL RESOURCES

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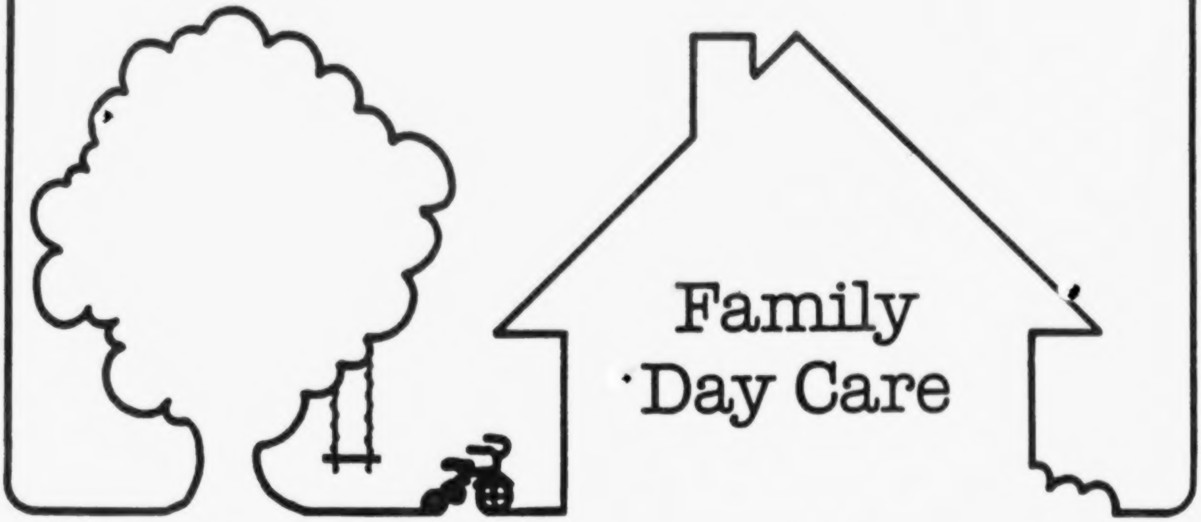

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4. E.I.D. Associates. Guide for family day care. Salt Lake City, UT. (E.I.D. Associates, Inc., 2520 South State St., Salt Lake City, UT, 84115)

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6. The Home Day Care Program. Family day care provider handbook. Dayton, OH: Department of Early Childhood Education, Sinclair Community College, 1979. (The Home Day Care Program, Department of Early Childhood Education, Sinclair Community College, Dayton, OH)

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Trainer's Guides

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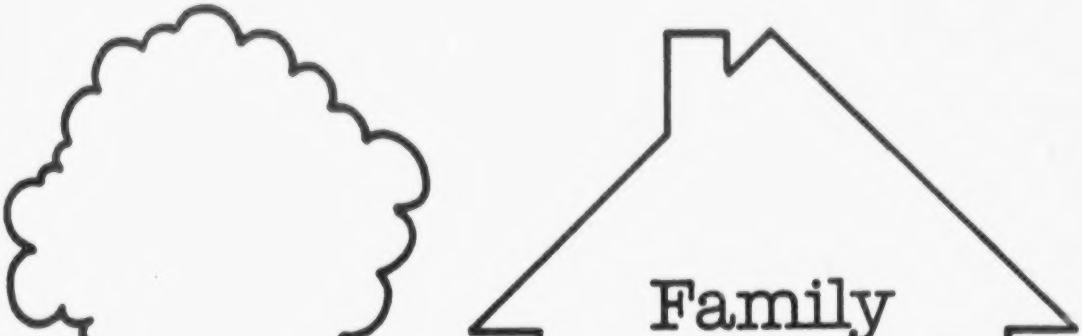
STATE PROGRAMS


Family
Day Care

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Examples of State Programs

Iowa

Iowa Family Day Care Handbook. This 150-page handbook discusses issues important to all homebased caregivers. Content information is presented in a friendly, simple format with helpful hints provided in all areas. Topics such as getting started in day care, business aspects, parents, children, health and safety, daily planning, and the community are covered. A bibliography of resource materials is included at the conclusion of this handbook.

Family Day Care Exchange. Out of the Iowa Extension Services has come a set of inexpensive but very helpful newsletters. Each newsletter offers information on a single topic and is aimed right at the needs of home day care moms. The materials give ideas for activities, books and games as well as core content information on each topic.

Kansas

Caring for Children Today. Kansas has developed a guide for homebased caregivers in order to provide an introduction and orientation to important components of quality child care. This ten-chapter guide offers the caregiver sample forms, ideas and activities on a number of different topics. Included in Caring for Children Today are chapters covering parents, child abuse or neglect, guidance and discipline, child development, nutrition, health and safety, and organizational concerns.

Manual for Trainers of Family Day Care Providers. In order to assist trainers of homebased caregivers, Kansas has designed a training manual to supplement their guide, Caring for Children Today. This manual focuses on the organization of group workshops coordinated with the subjects in the caregivers own training guide. Workshop goals, lecture content, and handouts are supplied, as well as ideas on planning and preparation for each workshop. Bibliographies and resource material lists are included with each workshop outline.

Durham, North Carolina

How to Start and Operate a Day Care Home. The Durham Day Care Council has sponsored the publication of How to Start and Operate a Day Care Home in order to acquaint day care providers with procedures for meeting state regulations, opting for federal certification, registering with the Day Care Council and using the Council's services. Preparing your home; advertising; interviewing parents; health, safety, and first aid; discipline; business aspects of home day care, and community resources are topics also included. Sample forms are located in the appendix and a reading list of books available through the library has also been compiled.

Examples of State Programs

Ohio

Family Day Care Providers Handbook. The CDA competencies have been used as a framework in this 16-chapter training guide. Designed to help caregivers meet the needs of both their day care children and their households, the Family Day Care Provider Handbook covers topics such as health and safety, nutrition, business management, parent-provider relationships, community resources, as well as several elements of child growth and development. A chapter reviewing the CDA competencies and guidelines on how to begin a CDA portfolio is also included in this manual.

Rhode Island

A Curriculum to Train Home Day Care Trainer Consultants. This notebook describes a three-year work-study program developed to train home day care providers to be trainers of other home day care providers. Completion of the core curriculum was designed to take four semesters (two years) with the third year providing inservice training, continued individual supervision and supplemental training. Supplemental training is offered if a student has not reached proficiency. Course work covers the following five content areas:

1. child development
2. family dynamics
3. curriculum materials
4. foundations of social welfare
5. parent education

Semester goals and course objectives are included.

Texas

When You Care for Children. This guide serves as a starting point for adults who want to provide quality child care. It gives ideas and information to caregivers on topics such as child development, health and safety, nutrition and organization. Also included in this handbook are four appendices offering extra tips on safety in the home, activities, resources, and record forms.

The Texas Department of Human Resources also has a list of other inexpensive child care items for sale. We have listed a few below, but you can get the entire list by writing to:

Texas Department of Human Resources
Development Materials
John H. Reagan Building
Austin, Texas 79701

Safety Precautions
Health Precautions
When a Child is Sick or Hurt
The Growing Child from Birth through Five
Guide: Families, Day Care, and Stress

Examples of State Programs

Washington

Family Day Care Curriculum. Washington has put together ten units of family day care training materials being used across their state in community colleges and vocational technical institutes. Each unit is designed to be taught in one three-hour session; however, the training format is flexible. This program, to be used directly with homebased caregivers, covers the topics listed below.

1. quality child care
2. family day care as an occupation
3. the day care team
4. separation
5. growth and development
6. guidance and teaching techniques
7. a safe and healthy environment
8. nutritious meals and snacks
9. activities
10. children with special needs

Each unit includes teaching objectives, content outline, suggested teaching methods and resource material for both student and instructor.

Wisconsin

Family Day Care: Curriculum and Instruction 481. The University of Wisconsin has developed an independent study course to give family day care providers information about the skills they need. The course is presented through the use of two eight-chapter books, with one book playing an instructional role while the other provides much of the care content material. The 4-C Family Day Care Handbook can be purchased separately. Topics such as child growth and development, child-provider relationships, health and safety, planning, business and records, and community are presented, as well as an overview to family day care. Directions, assignments and self tests are all included in the instructional guide.

Other Major Family Day Care Resources

Quality Child Care, Inc.

Family Day-to-Day Care. Quality Child Care of Minnesota has taken a different approach from the other day care materials listed. Their 112-page book is made up of short articles written by providers or others who work with children. The articles first appeared in Child Care Resources, a monthly newsletter put out by Quality Child Care, but have been bound together to give helpful hints in many areas. Topics covered include child development, food and nutrition, business records and taxes, parent communications, and health and insurance.

Quality Child Care also sells many other family day care resources. You will find some of them listed below, but if you would like the complete list, write to:

Quality Child Care Press
P. O. Box 324
Mound, Minnesota 55364

Child Care Resources (a monthly newsletter)
Nutritious Nibbles
How to Fill an Empty Lap

TAPP Associates

TAPP Associates has developed a number of training resources across a wide range of child care-related topics. Format varies from unit to unit, however, all of the materials are easy to read, colorful and useful to caregivers even without much training. West Virginia has used the TAPP materials extensively in their training programs and thus has published many of the units under their West Virginia Paraprofessional Child Care System. Ohio has also used much of the TAPP material in their state and it can be found there under the Cuyahoga County Child Enrichment Program. TAPP materials are now available from Ann Gardner of Creative Associates in Washington, D.C., only.

Toys 'n Things Press

The Homebased Training Resource Handbook is a training guide filled with resources for trainers of homebased caregivers. Designed for use with either small groups or on a one-to-one basis, this 400-page manual contains materials for initial interviews, needs assessments and 10 units of training. Bibliographies and suggested AV materials are included for each unit of training.

Toys 'n Things Press has many other resources which are aimed at family day care. We have noted some of their items below, but if you would like more information please write to:

Toys 'n Things Press
a division of Resources for Child Caring, Inc.
906 North Dale Street
St. Paul, MN 55103

Field Trips
Teachables from Trashables
Bibliotherapy: Books to Help Young Children
Calendar-Keeper: A Record Keeping System for Child Care Providers
Business Ideas for Family Day Care Providers

APPENDICES

APPENDIX A -	Predicting Readability
APPENDIX B -	Relationship of Family Day Care Packets to the CDA Competencies for Family Day Care Providers
APPENDIX C -	Sample Introductory Letter

Family
Day Care

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APPENDIX A:

In order to help you understand what determines readability so that you can select suitable reading materials for caregivers or write on an appropriate level for them, the following section explains in detail how to rate the reading level of printed materials.

Predicting Readability

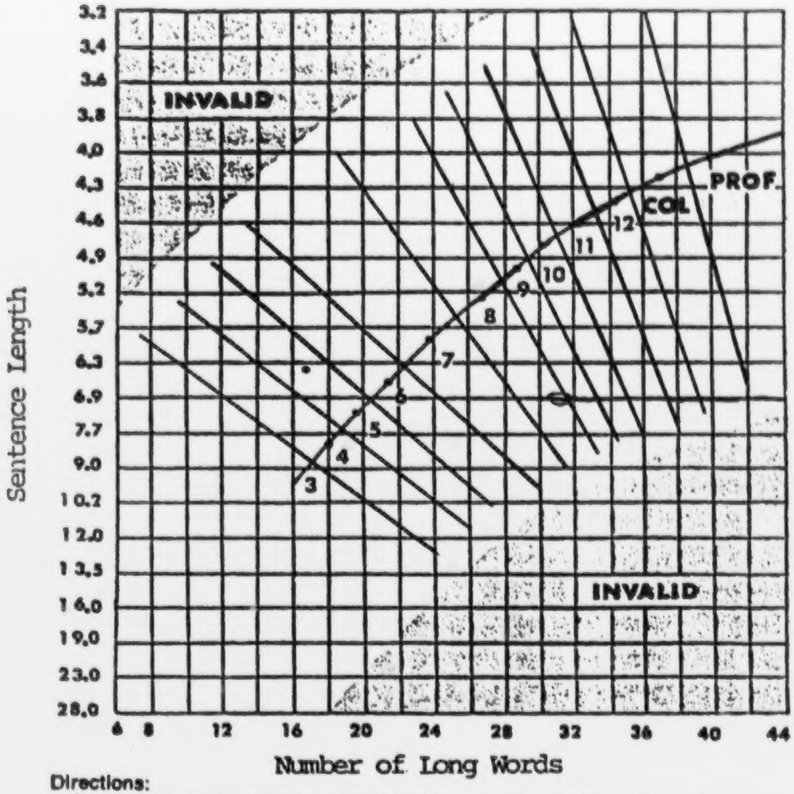
There are a number of methods which can be used to predict readability. Among the most commonly used are the Raygor, the Fry, and the Dale-Chall. All three predict approximately the same readability level. For example, using each method, the Health and Safety packet scored as follows:

Dale-Chall -5th grade
Fry -lower level of 5th grade
Raygor -upper level of 4th grade

All three methods predict readability through a sentence length/word difficulty relationship. None take into account other variables which might make a reading task simpler, such as the print used (large vs. small, well spaced vs. crowded) the use of pictures, or the total length of the material. As the Family Day Care Packets were developed, all these variables were considered, and an attempt was made to incorporate characteristics that make for easy reading, beyond those accounted for by methods predicting readability. Therefore, a packet, such as Space to Play and Learn, tests out at a 7th grade predicted readability level, but because many pictures were used to convey ideas, the actual reading level is probably lower.

We chose to use the Raygor method as a guide to readability in developing training materials because it is quick and requires the least training for accurate analysis. Directions for computing readability levels are shown in Figure 3.

Figure 3



Directions:

Count out three 100-word passages at the beginning, middle, and end of a selection or book. Count proper nouns, but not numerals.

1. Count sentences in each passage, estimating to nearest tenth.
2. Count words with six or more letters.
3. Average the sentence length and word length over the three samples and plot the average on the graph.

Example:

	Sentences	6+ Words
A	6.0	15
B	6.8	19
C	6.4	17
Total	19.2	51
Average	6.4	17

Note mark on graph. Grade level is about 5.

This graph is not copyrighted. It may be reproduced. Copies can also be obtained from Dr. Alton L. Raygor, University of Minnesota, 192 Pillsbury Drive S.E., Minneapolis, Minnesota 55455.

Readability Levels of Supportive Materials

When choosing supportive materials to use with the Family Day Care Training packets, it helps if the trainee's abilities can be matched to the additional materials she will be using. To make this match, the trainer should test the predicted readability level of the materials being considered for use. You can use the directions for predicting readability shown in Figure 3 to make sure the caregivers you train get the most from their training by matching caregiver abilities to readability level of supportive materials.

APPENDIX B

Relation to the CDA Competencies for Family Day Care Providers

CDA stands for Child Development Associate, a national credential awarded for achieving competence in working with young children. CDA's have been awarded since 1975. CDA's are now available for center-based programs serving children birth-3 years or 3-5 years, and home visitor programs serving children 3-5 years of age. Although not available at present, qualifications have been spelled out for additional credentials including family day care and home visitors for children of mixed age groupings (birth-5 years). A bilingual option is available for many of these programs. The Family Day Care Packets can be used to help train providers for the CDA in family day care, when this credential becomes available.

On the following pages, two charts are presented which describe how the various packets relate to the 13 functional areas or competencies required for this proposed CDA. In Figure 4, the packets are listed according to their importance in training for each of the 13 required competencies. Some packets are primary sources, others are secondary sources, while others merely mention the area. In Figure 5, each packet is related to the various functional areas it helps teach.

If a provider wishes to work towards a CDA, a complete description of the requirements of this program and the current status of the CDA for homebased providers may be obtained from:

CDA National Credentialing Program
1341 G Street N.W. Suite 802
Washington, DC 20005
(800) 424-4310

The Family Day Care Packets are particularly suitable for competency based training, of which CDA is an example, because the packets focus on learning by doing. A provider could use the packet activities with her own group of children and parents in order to develop competence in the CDA functional areas, or in other competency based programs.

Figure 4

Information Level of Homebased Day Care Packets as Resources for CDA Competencies

CDA FUNCTIONAL AREAS	PACKET LEVEL PRIMARY SOURCES	SECONDARY SOURCE	MENTION
1. Safe	Health & Safety	Special Things for Special Kids	Day Care as a Small Business Space to Play & Learn
2. Health	Good Food for Kids	Day Care as a Small Business	Handling Behavior Problems
3. Learning Environment	Planning an Activity Program	Special Things for Special Kids Good Food for Kids	
4. Physical	Planning an Activity Program Space to Play & Learn	Growth & Development Special Things for Special Kids	
5. Communication		Handling Behavior Problems Planning an Activity Pgm Special Things for Special Kids One Land: Many Cultures	
6. Cognitive	Growth & Development Special Things for Special Kids	Planning an Activity Program	One Land: Many Cultures Handling Behavior Problems Space to Play & Learn Good Food for Kids
7. Creative	Planning an Activity Program		Growth & Development Space to Play & Learn
8. Self	One Land: Many Cultures	Family Day Care & You Handling Behavior Problems	Growth & Development Good Food for Kids
9. Social	Handling Behavior Problems One Land: Many Cultures		Health & Safety Growth & Development Space to Play & Learn
10. Guidance & Discipline	Handling Behavior Problems	Working with Parents	Health & Safety Special Things for Special Kids Space to Play & Learn
11. Families	Working with Parents	All Packets	All Packets
12. Program Management	Planning & Activity Program Day Care as a Small Business	Community Help for Caregivers Space to Play & Learn Good Food for Kids	Health & Safety Growth & Development
13. Professionalism	Community Help for Caregivers Family Day Care & You	Working with Parents	Day Care as a Small Business

Figure 5

Functional Areas of CDA Competencies Served in Family Day Care Packets

PACKET	PRIMARY SOURCE	SECONDARY SOURCE	MENTION
Family Day Care & You	13. Professionalism	8. Self	
Growth & Development	6. Cognitive	4. Physical	8. Self 7. Creative 9. Social 12. Program Management
Health & Safety	1. Safe 2. Healthy		9. Social 10. Guidance & Discipline 12. Program Management
Space to Play & Learn	3. Learning Environment 4. Physical	12. Program Management	1. Safe 6. Cognitgive 7. Creative 10. Guidance & Discipline
Planning an Activity Program	3. Learning Environment 4. Physical 6. Cognitive 7. Creative 12. Program Management	5. Communication	9. Social
Handling Behavior Problems	8. Self 9. Social 10. Guidance & Discipline	5. Communication	2. Healthy 6. Cognitive
Good Food for Kids	2. Healthy	3. Learning Environment 12. Program Management	6. Cognitive 8. Self
Day Care as a Small Business	12. Program Management	2. Healthy	1. Safe 13. Professionalism
Special Things for Special Kids	6. Cognitive	1. Safe 3. Learning Environment 4. Physical 5. Communication	10. Guidance & Discipline
Working with Parents	11. Families	10. Guidance & Discipline 13. Professionalism	
One Land: Many Cultures	8. Social 9. Self		5. Communication 6. Cognitive
Community Help for Caregivers	13. Professionalism	12. Program Management	

APPENDIX C

Sample Introductory Letter

Date

Dear ______________________
Caregiver's Name

I am pleased that you are using the Family Day Care Training Packets. I want to help you as much as I can with this learning experience. Please get in touch with me if you want to talk about any of the ideas or have any questions.

You will find that the ideas in these packets can be used in your home. They don't take extra money or fancy toys. They do take extra care and planning on your part. These ideas can make your important job of child care easier and more worthwhile.

I hope you enjoy these packets.

Sincerely yours,

____
Trainer's Name

____
Agency

____
Telephone Number

WORKING WITH PARENTS

by Joseph Sparling and Tom Richey

Family
Day Care

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Read this first

Dear Caregiver:

In all of our information packets we include something for parents. This is because we feel parents are the most important people in their children's lives. When you work with parents it helps to have their trust. You can build trust in parents when you remember:

Parents want to do a good job with their children. You can help.

Children are happier and learn better when you and parents understand each other and work together.

Not all families are the same.

Parents can take part in their children's care in many ways.

The materials in this folder will help you work with parents.

1 helps you understand family needs and how parents may be involved in their children's care
2 tells about different kinds of families
3 has two activities to do with children
4 is something for you to talk about with parents
5 is something for you to read and then share with parents so they can say what they expect of you
6 will help you find out more; you can share it with parents

A willingness to accept parents as they are will help you in the day to day contact with them. It is up to you as a professional to be open with parents and keep the communication going.

Sincerely,

Joe Sparling Tom Richey

1

Working with Parents

You and Parents

We all know that your main job is working with children. But every day you still have to spend much time working with parents.

You greet parents in the morning, chat about their child's latest interest, or find out if kids have had breakfast. There is so much to talk about. It's a wonder parents make it to work on time.

Then at the end of the day it all starts again. You must tell parents about the field trip next week. You have to tell Fran's mom that she fell. Pat's mom wants to know more about toilet training. It's 5:15 and the twins are still here. Now, aren't you glad that you spoke to the twins' mom, and she has given you someone else to call when she is late?

Parents' needs change with time

Most parents have questions on how to bring up their child. Children change as they grow. So parents will want to know different things at different times. Be on the look-out for parent questions. Helping parents find the right information at the right time is the best way you can help.

Here are some things most parents want to know about:

INFANTS

* Who will care for her while I work?
* When and what should I feed him?
* When should she sleep, and for how long?
* How can I help him feel loved?

TODDLERS

* When should I start toilet training?
* How can I keep her safe now that she can get around?
* How can I help him learn to talk?

PRESCHOOLERS

* How can I teach her right from wrong?
* How will he learn to get along with others?
* How can I help her learn to do things for herself?
* How can I help him learn to think things out?
* How can I get her ready for school?

SCHOOL-AGERS

* What will he do after school?
* How will she get there safely?
* What kinds of friends will he have?
* Will she be able to go to after-school activities?
* How will he do his homework?

Be sure to share with parents the things listed on #6, "When You Want to Know More". The materials listed there can help you and the parents answer these questions.

Getting off to a good start

You will need to set up a system for parents who want to leave their child in your care. When you have a few basic steps for all parents to follow then you will be sure to get all the information you need. It is also very important for parents to know what goes on in your home every day and what kinds of things they will be asked to bring or do.

Here are a few helpful tips to get you off to a good start:

* If parents call or stop by at an inconvenient time to ask you about your day care home just take their name and number. Then, tell them you can't talk now, but you will get back to them soon. Give them the time when you will call.

* Before you decide to take a child into your care set up an interview time for both the child and his parents to visit your home.

* Give parents a written copy of your rules, policies, fee schedule and any other information they will need to know about your day care home. Go over all of this information with parents during their interview.

* Make sure you have a few fun things for the child to do while you are talking with his parents. This will help him begin to feel more comfortable in your home.

* If the child is old enough plan some time during the interview when you can talk with him too. Show and tell him about some of the fun things he will be doing with the other children in your care.

* Set up a parent information bulletin board or area to keep parents aware of what's going on each week. Post your menus, weekly activity schedules, field trip plans, list of birthdays, community events and other notes for parents to read.

* Be sure to have an open door policy. This means that the parents of the children you care for can come in and visit your home any time they want. This will make parents feel welcome and accepted as part of their child's day care experience.

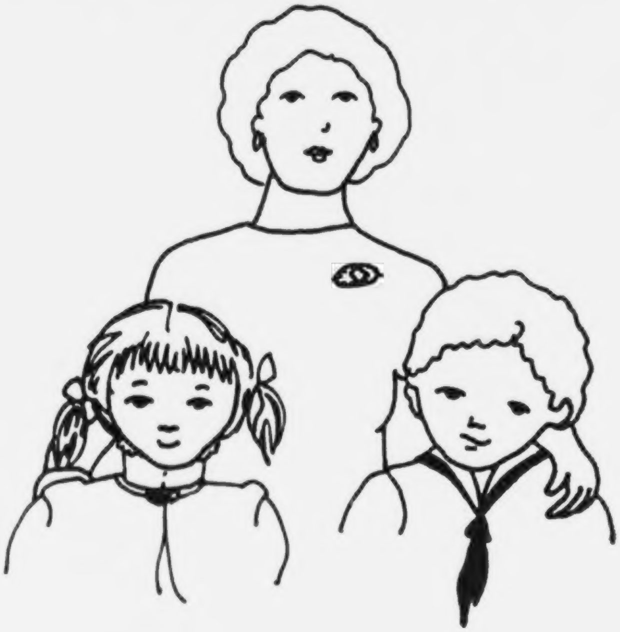
Common Problems

There will always be a few times here and there when you and parents see things a little differently. Here are a few ideas to help you solve some of these common problems.

if parents ...	... you might try
- do not dress their child for the things he will be doing in your home	- talking with them about specific clothes the child will need for both inside and outside activities at your home or make them a written list
	- having an extra set of clothes for each child in case he is not dressed for the weather
- don't pay on time	- talk with them about it or give them a short note to remind them the money is late
	- add a small charge for each day their payment is late
	- set up a rule that the child can not come back the next week until his bill is paid
- bring sweet treats every day	- give them ideas for more nutritious treats that could be eaten for snack
	- explain how treats are more special when given only now and then
	- suggest other ways they could help in your program (making picture books, going along on a field trip, etc.)
- are always late	- politely and calmly tell them why this lateness makes your job more difficult
	- remind them of the day's schedule so they will see the things their child is missing when he comes late
	- set up a slight late fee for every 10-15 minutes the parent is late

- bring sick children	- talk with parents at your first interview time about your rules for caring for a sick child - talk with parents about why you don't want to expose the other children in your care to sickness and germs - tell them why it is more restful and healthy for a child to stay in his own home away from the active noisy play of other children - ask them to bring a note from the doctor or health clinic before the child comes back
- linger every morning or evening	- meet them on your door step where you can greet them warmly but just invite the child inside - remind them of specific times to begin and end the day - calmly tell them it is not convenient for them to stay at this time, but give them another more convenient time when they can call or stop by if they need to talk about something specific
- do not bring their child regularly (even if he is not sick)	- have clear rules about payment and attendance - talk with them about how the child needs a routine to feel comfortable and safe - set up rules about calling at least a day or 2 in advance if the child won't be in

Parents want to do well



As you know, parents find that child care providers help out in many ways. They look to you when they want to know about their child's health and well being.

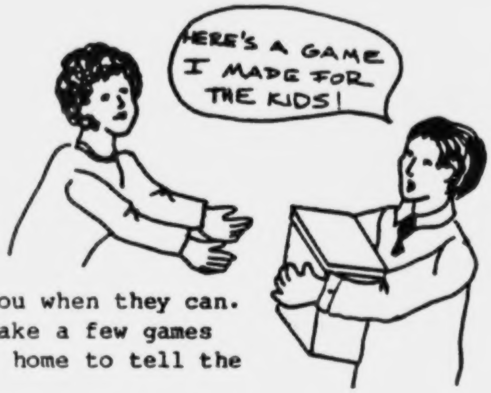
Your experience makes you an expert in some areas of child care that many parents don't know much about. Your help is one thing that builds trust between you and your day care parents.

It is not easy for parents to take care of their jobs, their own lives, raise children and do it all well. When parents treat their child in ways you don't like, it is sometimes because they have other problems that come first. In fact, they might like to do things differently but just don't know how. You can help by sharing ideas which make child care easier. As a caregiver you need to begin by listening and asking parents about their child. Many parents may not be ready for advice until they feel secure in their relationship with you.

Ways parents can take part

Parents can take part in their child's care in many ways. No one way is better than another. All are important for the good of the child. Let's look closely at them.

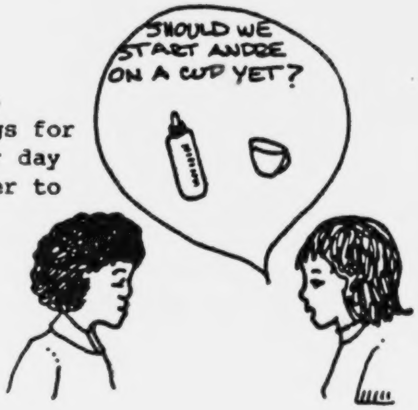
* Talk with each parent every day. It will build trust. Tell parents about things their child has done, things you have talked about or any plans you have for new activities to share.


HERE'S A GAME I MADE FOR THE KIDS!

* Let parents with special talents help you when they can. Parents can help you gather supplies, make a few games and picture books, or even come to your home to tell the children about what they do at work.

* Encourage Moms and Dads to spend time with their child at home. Show interest when parents tell you what they did with the child at home.

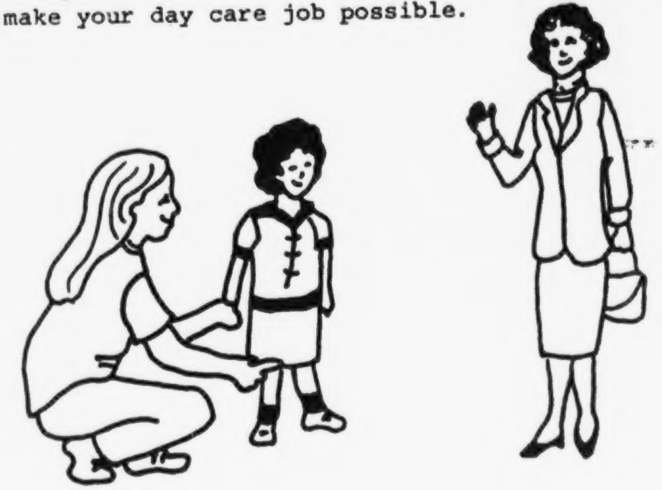
* Work together to make decisions about the child. Respect parents' rights to help you decide things for the child even if it means a few changes in your day care home. Talk about ways you can work together to make things go smoothly.


SHOULD WE START ANDRE ON A CUP YET?

It's hard to be a working parent

There are times when a parent feels guilty about not staying home with their child. Even if there are money problems at home, people often ask if it is wise for both parents to be out working. Many parents have no choice. They must work and take care of the family, too. It isn't easy for parents to say good-bye to their child each day.

Of all the people a parent sees, you may be the one who can best understand how they feel. There is a special parnership that you share. You help them to work and have a career. In return, their children make your day care job possible.



Caring together

It is important for parents to feel that the two of you, together, are caring for their child. Even though parents are always busy, knowing they can help your day care a little here or there will make them feel part of things. It is often the little things you say, or ask them to do, that makes the difference. You will find that, once they know what to do, most parents are glad to help.

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"Working with Parents"

2

FAMILIES ARE NOT ALL ALIKE

You as a professional caregiver will want to note differences in the families you work with. Then you will be able to understand the special needs of each family and respect these differences. Remember that things you learn about a family's problems, beliefs, or finances are very personal and should never be told to others.

Young Parents	It is very important for teenagers to stay in school and get job training. But young parents often stop going to school when they have a baby. Also, many young parents find it hard to know how to help their babies grow and learn. You can help by sharing what you know about child care.
Single Parents	In homes where there is only one parent, the parent is often lonely and tired. Single parents may not have time for themselves. They may have legal problems like custody and child support. More and more single parents are men, who want to know more about child care. Your awareness of single parent's problems will help you understand the ones you work with.
Two Working Parents	When both parents work, child care in the home may be shared. So in these families, it may be the dad who drops off or picks up the child at the day care home. It is important that you treat each parent the same. Talk to each parent about the child's day and answer questions either parent has. Dads need to know just as much as moms about their child.
Low Income Parents	Parents of all incomes have many of the same hopes for their children. It's been found that BOTH middle and low income parents of young kids want to know how to build their child's self-confidence. They also want to find out the best way to get their child ready to learn. But having a low income seems to put more stress on parents and may affect the way they raise children. Knowing about the many pressures put on low income families may help you to accept some of these differences more easily.
Different Cultures	Not all parents raise their children in the same way. In some cultures the dad is never involved in child rearing. It is all the mom's job. In other cultures it is the dad who takes care of all the discipline and makes all the big decisions for his children. People from different cultures will have many traditions, holidays or ways of living that may be new to you. Be sure not to judge these parents just because they are different. Talk with them often so that you both will understand in what ways your ideas are the same or different.

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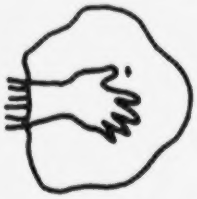
3 Something for children

A GIFT FOR PARENTS

When you want to send kids home with a present for parents here is a gift idea that is fun to make.

Cornstarch Clay



Have ready:
1 cup cornstarch
1 1/3 cups cold water
2 cups salt

To Make:
- put salt and 2/3 cup water in a pot and bring this to a boil
- mix cornstarch with the rest of the water and stir well
- blend these two mixtures and kneed into clay

To Use:
- let the children mold clay into shapes, or flatten and press their hands into it to make hand prints
- let the shape stand and dry for several hours -it will harden
- paint if you wish when it has dried

This recipe makes about three cups of clay. Store in the refrigerator in a sealed plastic container.

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"Working with Parents"

3 Something for children

LEARNING WHAT PARENTS DO

Children often want to know what their parents do when they are at work. This interest can lead to many learning activities. Over a period of several weeks you can do some of these things:

- Ask parents what they do at work. Talk about this with the kids.
- Find pictures in magazines that show people at work. Find pictures of truck drivers, office workers, mill workers and the like. Glue these pictures to cards and then talk about how they help us.
- Let the children "play" they are doing the jobs their moms and dads do. You can give kids some garden tools to play farmer or paper to play office or even a toy telephone to "call" parents and talk about what they are doing.
- Take the children to see the places where some parents work. Try to have a tour of the building or have lunch with the child's parent.

4 Something for yourself

Are your ideas about raising children the same as the parents of your day care children? There will be less mix-up if you talk with parents about the things that are important to both of you.

This list is like the one you will give parents. Make a note of your feelings on these items so you can tell each other your thoughts. When you share your ideas, think of ways to have the same kinds of things going on in both homes. This will help each child be more comfortable while growing up with the two of you.

CHILD CARE

This is how I feel, as a caregiver, about:

1) rest times for children ______________

2) messy activities and child cleanliness

3) what and how much children should eat

4) out-of-door play and exercise ______

5) quiet, indoor activities for children

6) how children should be disciplined when they do something wrong

7) other comments ______________

CHILD BEHAVIOR

This is how I feel, as a caregiver, about children learning to:

1) play with other children

2) finish the task they begin

3) enjoy books and stories

4) try new things for themselves

5) do what they are asked

6) be curious and ask questions

7) speak clearly

8) use big words

9) keep their things in order

10) follow directions

11) other comments

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"Working with Parents"

5 Something for parents

Are your ideas about raising children the same as your caregiver's? There will be less mix-up if your caregiver knows what you expect for your child while you are at work.

This list is like the one your caregiver is thinking about now. Make notes of your feelings on these items so you can tell each other your thoughts. When you share your ideas, think of ways to have the same kinds of things going on in both homes. This will help your child be more comfortable while growing up with the two of you.

CHILD CARE

This is how I feel, as a parent, about:

1) rest times for children ______________

2) messy activities and child cleanliness

3) what and how much children should eat

4) out-of-door play and exercise ________

5) quiet, indoor activities for children

6) how children should be disciplined when they do something wrong

7) other comments ________________

CHILD BEHAVIOR

This is how I feel, as a parent, about children learning to:

1) play with other children ____________

2) finish the task they begin __________

3) enjoy books and stories _____________

4) try new things for themselves _______

5) do what they are asked ______________

6) be curious and ask questions ________

7) speak clearly _______________________

8) use big words _______________________

9) keep their things in order __________

10) follow directions __________________

11) other comments _____________________

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When you want to know more

ABOUT WORKING WITH PARENTS

BOOKS

The Parent's Handbook
by Don Dinkmeyer and Gary D. McKay
provides handy ideas for parent-child relations
Cost: about $6.95

Order from: STEP Coordinator
AGS
Publishers Building
Circle Pines, MN 55014

Practical Parenting Tips for the School-Age Years
by Vicki Lansky
over 1000 "it-worked-for-me" ideas
Cost: about $5.95

Ask at your local library for these and other books.

CHILDREN'S BOOKS

Peter's Chair
by Ezra Jack Keats
a picturebook about older brother making room for new baby
Cost: about $2.95

Ask at your local library for this and other books.

THINGS TO SEND FOR

"The Single Parent Household"
pamphlet talks about some of the problems single parents face
Cost: about 20¢

Order from: Ross Laboratories
Educational Services
Dept. 441
625 Cleveland Avenue
Columbus, OH 43215

CALL-IN-LINE

Parents Anonymous
a self-help support group for abusive parents

800-421-0353
free call
800-352-0386
(California only)

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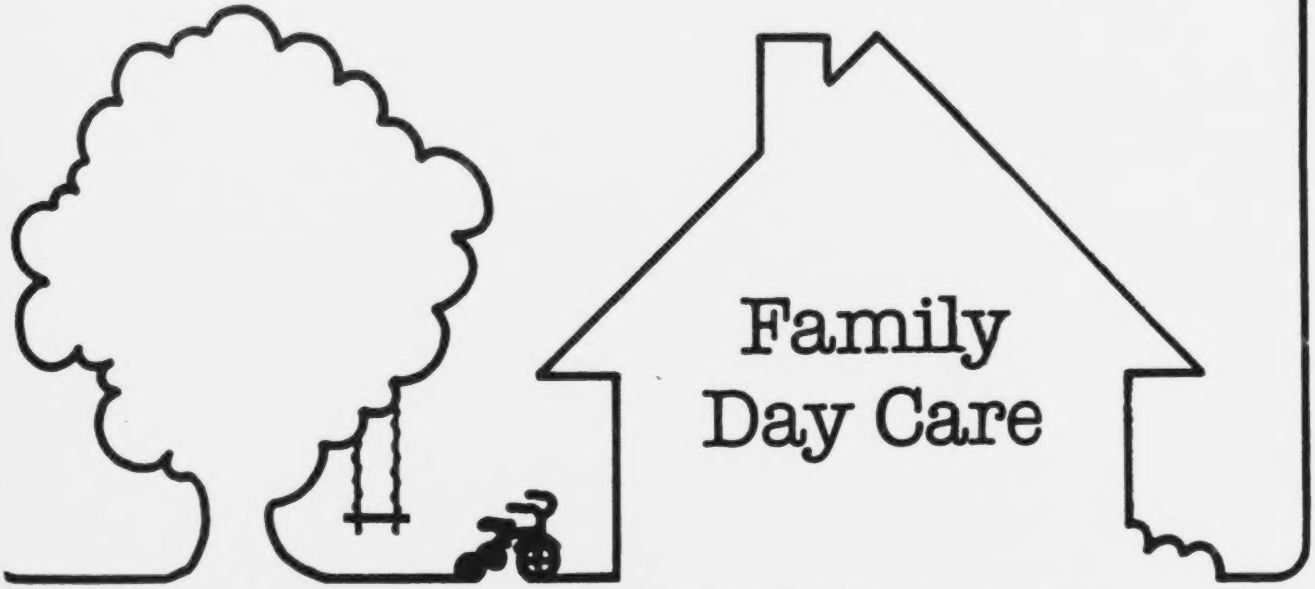
SPECIAL THINGS FOR SPECIAL KIDS

by Beth Bourland and Dave Lillie



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Read this first

Dear Caregiver,

Giving care to a child with special needs may be a new idea for many of you. Because handicapped children need a little extra special care you will want to remember these things.

Children with special needs are more like other children than they are different from them.

There are many different kinds of handicaps, most of which are mild.

It is important to identify handicaps as early as possible.

Handicapped children need to be encouraged to help themselves as much as possible.

Handicapped children learn through the same kinds of experience that normal children learn from. So, as a day care provider, you already know many ways to work with handicapped children.

In your folder are materials which tell you more about these ideas:

1 helps you get started with basic information on handicapped children and their needs
2 helps you care for the handicapped child in your home
3 has ideas to help you teach children how special they are
4 gives you questions to ask parents so your planning will be easier
5 is a pamphlet for you to read and then give to parents
6 can help you get started when you want more information

We know this folder will not tell you everything you need to know about caring for a handicapped child. But we hope it helps you to think about what else you want to know and gives you some ideas on how to find out.

Sincerely,

David Lillie Beth Bourland

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Special Things for Special Kids

Children with special needs

Special needs? What's that? Isn't every child special? Doesn't every child have special needs of his very own?

That's right! Every child is special. But some children have extra special needs that may require a little more of your time and attention. They are handicapped children.

Handicapped . . . What does that mean? What do they look like? How do you take care of a handicapped child when you've never done that before?

Wait a minute . . . Don't worry! Handicapped children are really more like other children than they are different. It may seem a little scary to think about taking a handicapped child into your home, but you don't need to be worried at all!

When you hear the word "handicapped," what picture comes to mind?

. . . a blind child
. . . a child in a wheelchair

How about Sandra? The very quiet little girl with the sweet smile, just sitting in the corner. Or Dominic? The clumsy boy who trips when he runs and just can't seem to hold on to his paint brush or crayon. Do these children seem handicapped to you? It's very hard to tell, but their behavior just isn't quite like the rest of the group, is it?

You see, most handicapped children are not very different from the other children in your home. They like to run and jump or play with blocks. They need a place to explore and share with their friends. They enjoy looking at books and riding in the car. Handicapped children learn in much the same way as children without handicaps. But, more importantly, they want and need your special love just as much as every other child in your home.

As these children experience new things and begin to be successful, they slowly learn to feel good about themselves. Your day care home can be a great place for a handicapped child to grow, learn and be accepted.

Remember, most handicapped children CAN do many more things that they CAN'T do. Why don't you give them a chance to show you!

Hearing problems

Few children are totally deaf. In fact, most hearing problems are mild and can be helped with a hearing aid or special language training. Some children are only able to hear certain sounds and not others. Still other children may appear to hear very well one day and then not at all the next.

Children with hearing problems might:

- not talk very much
- leave our certain sounds when they speak, or talk in a flat sounding voice without expression
- misunderstand what you say
- have a very short attention span and be easily distracted
- watch your mouth very closely when you talk

If you plan to take care of a child with a hearing problem you might need to:

* show the child how to do things, not just tell her
* be sure there is good lighting so the child can use his eyes to see the things he can't hear
* avoid extra noises like background music or TV when you are doing other activities
* use lots of pictures or other visual aids
* talk more slowly and be sure the child can see your face when you are talking
* stand closer to the child and speak a little louder
* learn more about how well the child can hear by asking his parents about things that go on at home

Physical problems

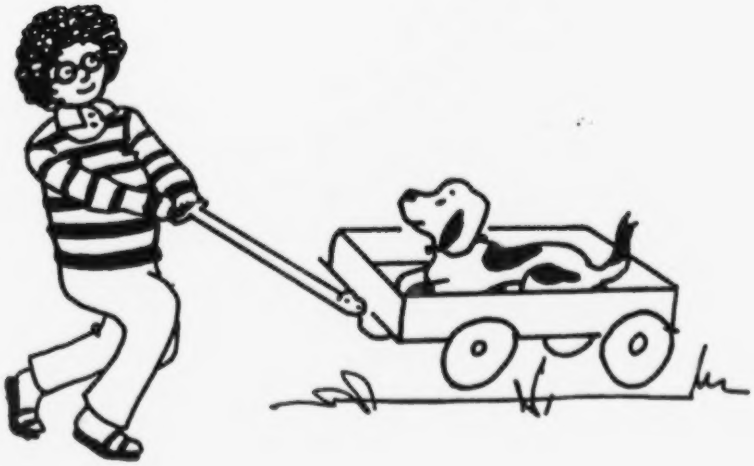
A child with physical problems has difficulty moving either part, or all, of his body. These problems can affect the way a child moves around in his world. Sometimes only a small part of his body, like fingers or toes, are affected. Other times a child can't walk or sit up by himself. There are many different kinds of physical problems.

Children with physical disabilities might:

- walk or move in an unusual way
- be very clumsy
- fall or stumble very easily, especially on uneven ground
- have trouble controlling certain parts of their body
- need special equipment like crutches, braces or a wheelchair

If you plan to take care of a child with physical disabilities, you might need to:

* give the child extra time in play activities to learn balance and coordination
* arrange rooms with lots of open space between furniture (for wheelchairs or crutches)
* put in special rails or ramps where you have steps in your home
* provide activities that use many parts of the body (hands, feet, back)
* do extra lifting or carrying if your child has problems with her legs



Sight problems

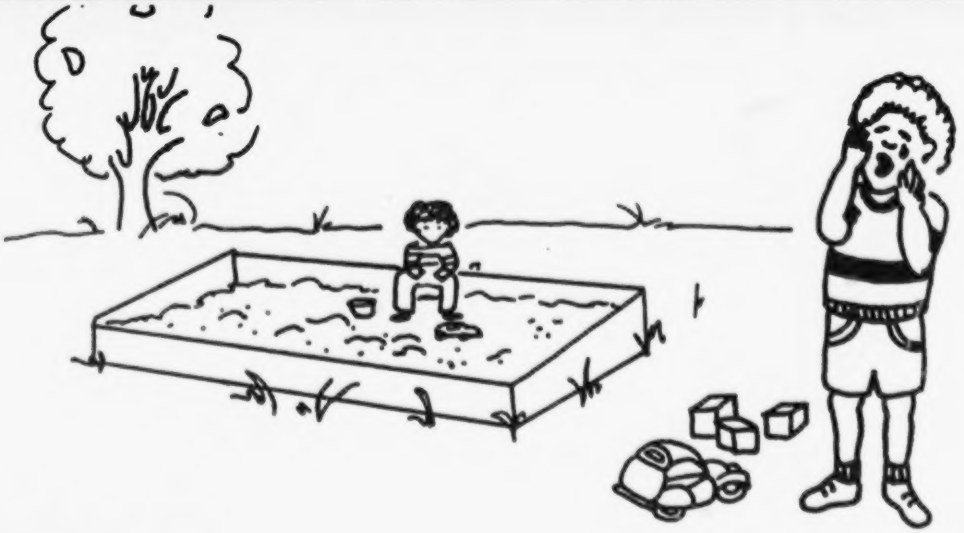
Only a few children are totally blind, but many children have mild problems with their sight. A child may be born this way or it may be the result of an accident. Almost all problems can be easily corrected with glasses or other visual aids.

Children with eye problems might:

- blink, squint or rub their eyes quite often
- hold books or other objects very close to their face
- cover one of their eyes or tilt their head in an unusual way
- complain of headaches, dizziness, itchy eyes or fuzzy vision
- trip over small objects

If you plan to take care of a child with sight problems, you might need to:

- * arrange your room for safe and free movement
- * avoid small objects spread all over the floor
- * not move furniture without telling the child; and showing her where you have moved it
- * make sure there is lots of light in the room
- * talk with the child a lot; explain things very carefully
- * let the child feel things that you are talking about or looking at
- * use materials with different textures
- * be aware of half open doors and cabinets



Behavior problems

All children misbehave or act out at some time. No child's behavior is perfect. However, when a child acts out a lot and for a long time, she may have an emotional problem. It is hard to tell if a child has a serious emotional problems without the help of a doctor, or without spending lots of time with the child. There are many things that affect a child's behavior, and it may be hard to find a single solution to her problems.

Children with behavior problems might:

- be very aggressive or mean
- do what you tell them not to do most of the time, even when they know what they are supposed to do
- withdraw from other children and never talk or play with the group
- have big outbursts of crying, tantrums or yelling
- have strange behaviors they seem to do all of the time (i.e., wave their hands in front of their eyes, make funny noises)

If you plan to take care of a child with behavior problems, you might need to:

- keep very consistent rules and discipline
- watch the child closely and keep him near you all the time
- keep activities very structured and well planned; explain things clearly so the child knows exactly what to do
- get rid of distractions and keep things fairly quiet
- encourage the child to play nicely with others; if she misbehaves or strongly refuses, try not to force her

If you decide to care for a handicapped child you will need to think about how the other children in your home will react. You will have to be ready to answer questions such as "Why does Joey talk funny?" or "Why can't Willie walk?"

The best way to answer questions like this is to be calm and honest. You can make your home into a friendly place that welcomes the handicapped child and also teaches other children not to fear kids different from themselves.

What should you do?

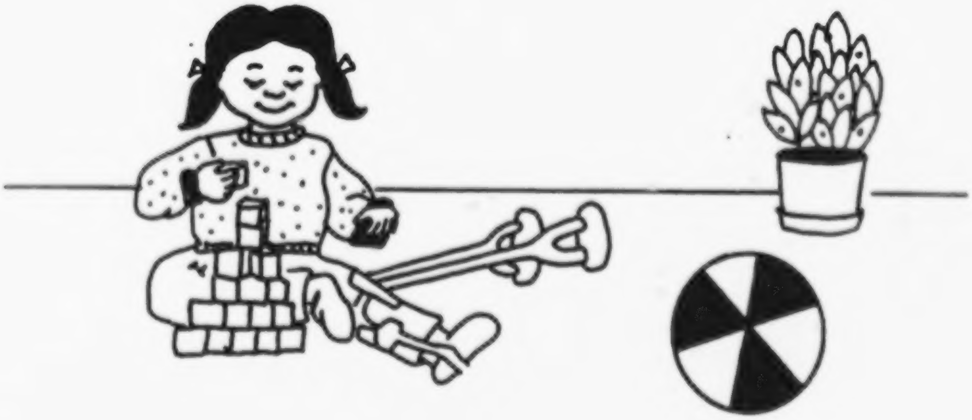
Someday you might be asked to care for a handicapped child. The child's parents may tell you about his handicap or you may notice it all by yourself. Sometimes a caregiver is the first one to see something different about a child, since the child often spends more awake time with her than with his parents.

If the parents already know about their child's handicap, they may be able to give you helpful information and ideas for care of their child. But, if the parents do not know that their child is handicapped, it can be a sensitive thing to talk about. Even if you may think something is wrong, you need to be careful not to scare parents.

Unless you have had training in the field of Special Education, you should not make any quick judgements. Instead, gently ask the parents general questions about their child, such as "Have you ever seen Billie __________?" or "Does Lamont ever do __________ at home?"

If the parents seem able to talk about these things, you might suggest they talk with their doctor or someone at an educational or health agency. There are people at health clinics who will test young children for all kinds of health problems. (For the name of a nearby agency, call your local public school).

Tell parents money may be available to help pay for these tests. They should ask their doctor or the person they see at the health clinic. Remember, it is important to identify a child's handicap as early as possible. The earlier you find the handicap, the more time there is to help the child.



Handicapped kids can do lots of things

Look at the things handicapped children can do instead of what they can't do. Give them a chance to be the best at something. Some children can't talk very well, but they can draw beautiful pictures. Still others can't draw, but can run faster than anyone else. Remind children that it is okay to be different and encourage them to help one another.

Kids are kids, with or without handicaps. All children need rules to follow and little jobs to do. It helps them feel needed and important. Encourage all children in your care to step out and try new things. Give them chances to set the table or clean up the floor, and expect them to do it. Don't do it for them if they can do it themselves! Set limits and expectations for all children in your care . . . even children with special needs.

Give kids LOTS of praise! Every child needs to know that what she is doing is okay. Handicapped children may take a little extra time to do something, but that doesn't mean they can't do it. Treat the handicapped child as an equal member of your day care family! Helping children to succeed and know they are important is one of the best gifts you can give any child.

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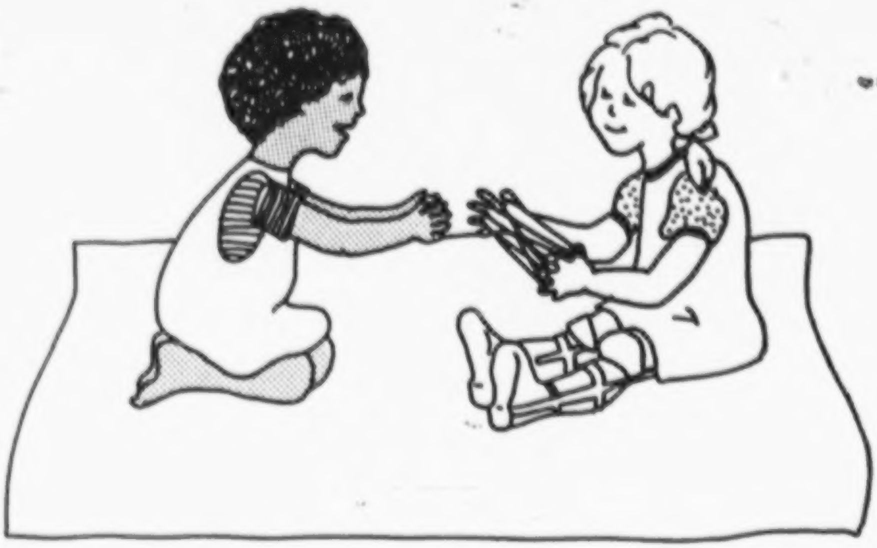
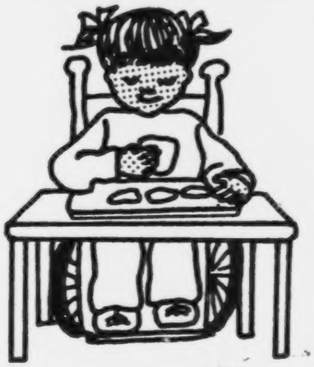
Helpful Hints for Your Home

2



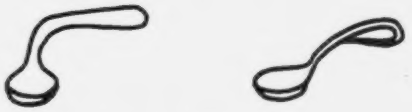
Even though these ideas are written for a child with special needs you will find many of them useful with other children in your care. Remember children with special needs are children first. They are more like the others in your care than they are different.

HELPFUL HINTS AT MEAL TIMES

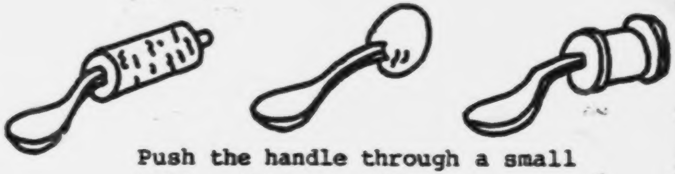


Serve food on a plate with raised edges. This will cut down on messy spills.

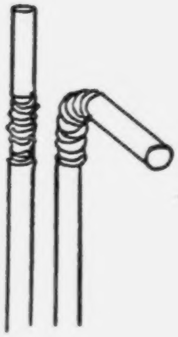
Sometimes children can feed themselves better if they have help holding onto their spoons. Here are some ways to make the handle a little bigger and easier to hold.



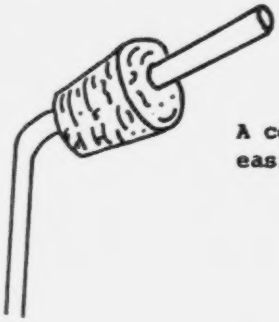
Bend the handle of a spoon to help the child's grip.



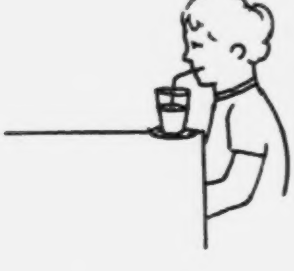
Push the handle through a small ball made from rubber or styrofoam.



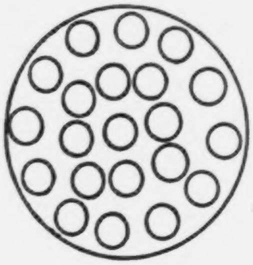
Flexible paper straws.



A cork will make the straw easier to hold.

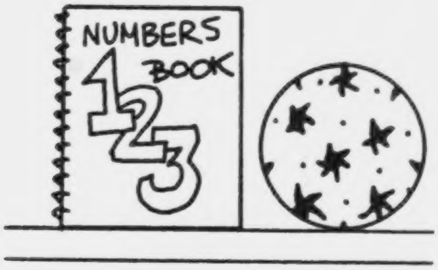


If a child cannot hold onto a cup, place the cup close to him and hold it tightly to the table with a suction soap holder. Then put a straw in the cup for him to drink.

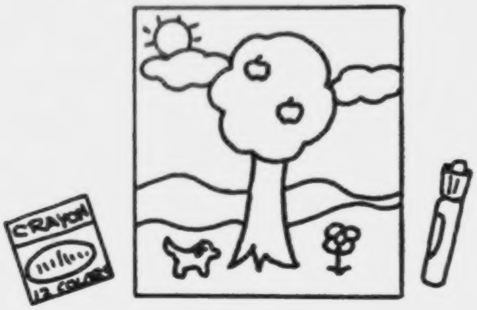


Suction soap holders will keep plates or glasses from sliding on the table.

HELPFUL HINTS FOR THE CHILD WITH LEARNING PROBLEMS



Give only 2 or 3 clear simple choices at play times. Keep shelves free of clutter so choices are made easy.

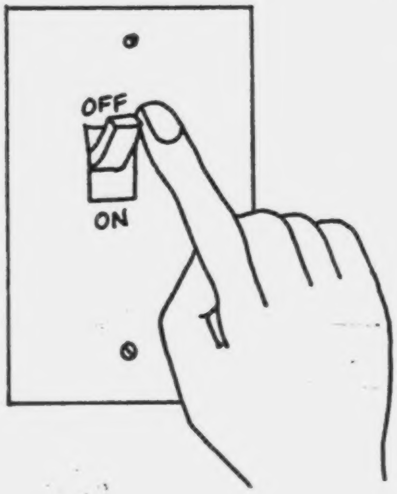


Keep activities short and simple. Don't force a child to sit still for a long time doing one thing.

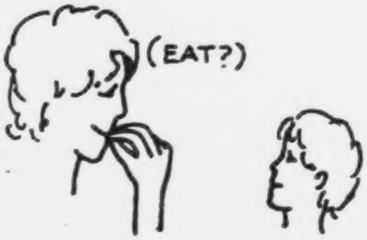
Think of ways to help the child's learning problem. Talk with parents about how the children practice new skills in your day care home.

Let the child do as much for himself as he can.

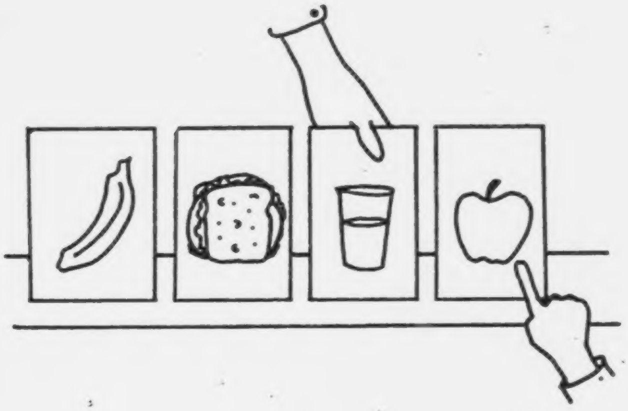
HELPFUL HINTS FOR THE DEAF CHILD



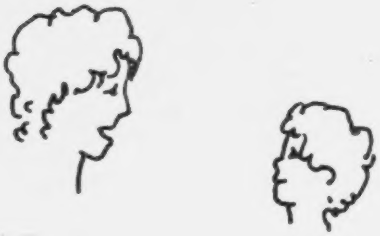
Turn lights on and off to get the child's attention.



Learn a few hand signs together to help you communicate better.

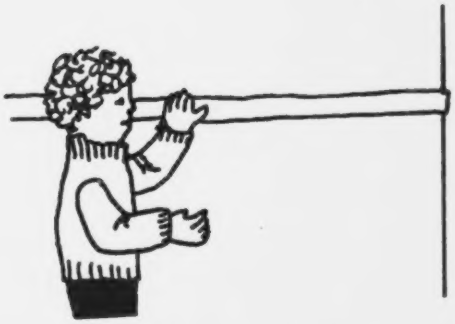


Use picture cards to help make "talking" easier.

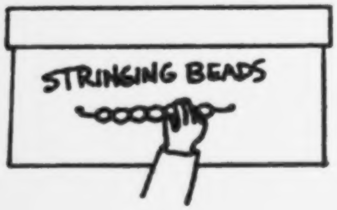


Be sure to always look right at the child when you speak to him. Speak slowly and make sure he can see your mouth.

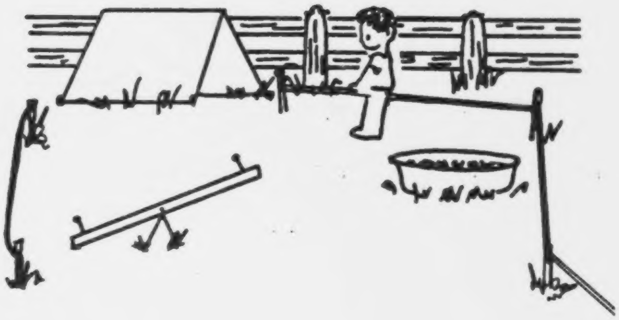
HELPFUL HINTS FOR THE BLIND CHILD



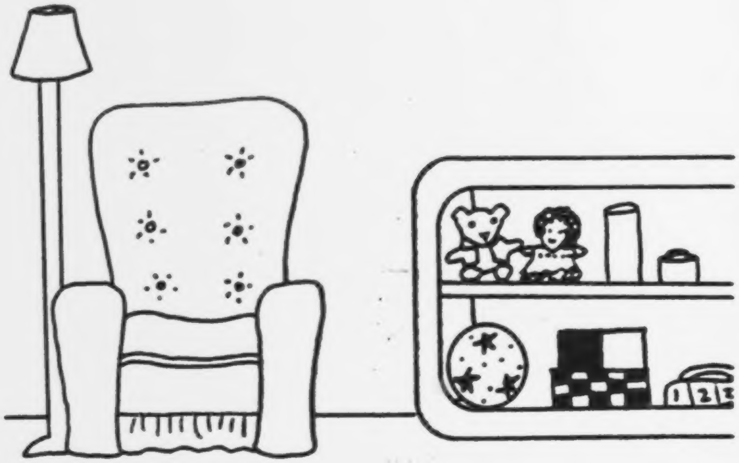
Make pathways with thick masking tape along the wall for the child to follow with his fingers.



Label toy shelves, cabinets, activity boxes and other areas with raised pictures. You can even outline the pictures with sand on glue.

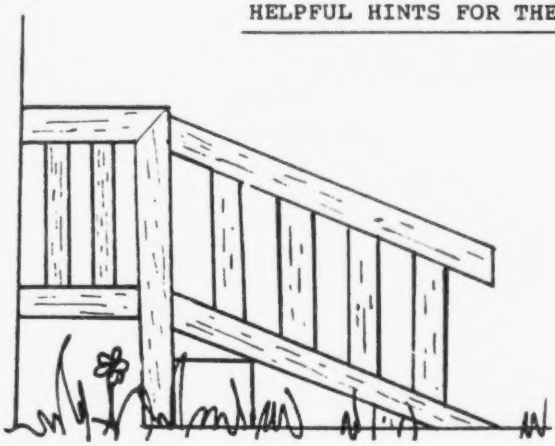


Set up rope pathways outside in your play yard for the child to follow.

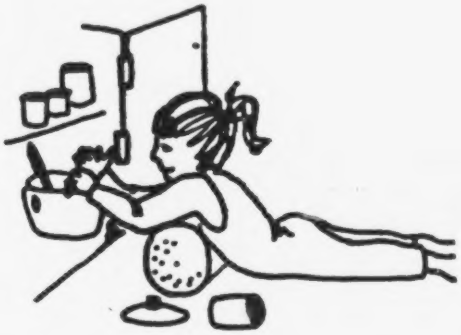


Leave a lot of open space between furniture. Keep this space free of toys.

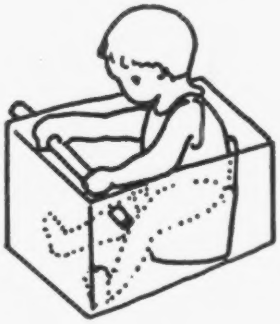
HELPFUL HINTS FOR THE CHILD WITH PHYSICAL PROBLEMS



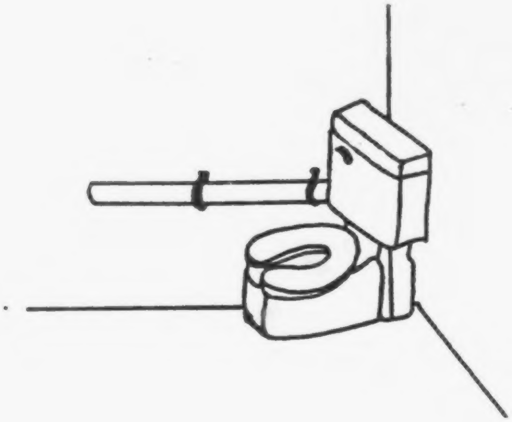
Build a sturdy ramp to help the child get in and out of doors more easily.



Roll several towels together into the shape of a log. Place that under the child's chest to raise her arms and head off the ground so play will be easier.

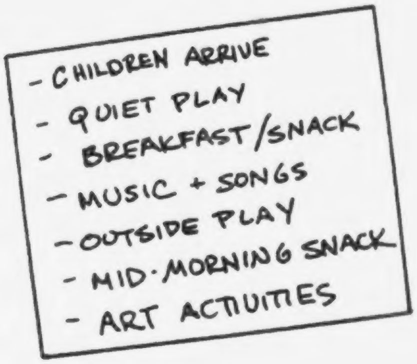


Place your child's potty chair in a cardboard box to give the child extra support and something to hold onto while he uses the toliet.

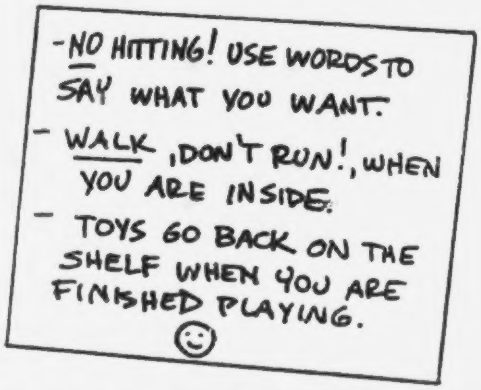


Put up railings in your bathroom or along the walls for extra support.

HELPFUL HINTS FOR THE CHILD WITH BEHAVIOR PROBLEMS


- CHILDREN ARRIVE
- QUIET PLAY
- BREAKFAST/SNACK
- MUSIC + SONGS
- OUTSIDE PLAY
- MID-MORNING SNACK
- ART ACTIVITIES

Set up schedule that happens the same way each day. Even if things don't always happen at the same time, their order is very important (example: after snack we always go outside).


- NO HITTING! USE WORDS TO SAY WHAT YOU WANT.
- WALK, DON'T RUN!, WHEN YOU ARE INSIDE.
- TOYS GO BACK ON THE SHELF WHEN YOU ARE FINISHED PLAYING. ☺

Set up a few good rules and make sure the children know what they are. Stay calm and stick to them!

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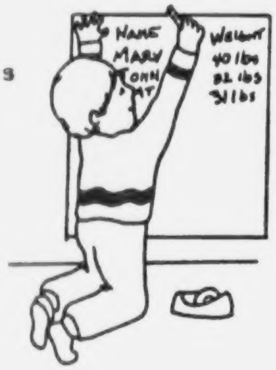
3 Something for children

I'M SPECIAL TOO!

Every child needs to feel special. No two children are alike. It's very important for children to feel okay about being a little different from everyone else. Here are some activities to help you show children just how special they are.



- Talk with the children about ways each child is special. Discuss how important it is that everybody is not the same. Help the children to see the special things each child brings to the group.
- Measure everyone's height and weight. Record their measurements on a large chart. Put the chart on the wall low enough for the children to see, touch and stand beside.
- Trace around everyone's hands and feet. Let the children try to fit their own hands and feet into the prints of the others.
- Have the children lie down on large sheets of paper. Trace around their bodies and then let them color in their own outline as they choose. Let the children try to fit themselves into each other's body print.
- Discuss each child's favorite people, foods and things to do.

3 Something for children

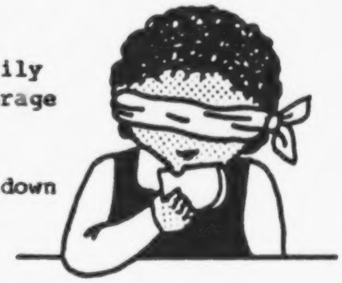
HOW DOES IT FEEL?

Sometimes it's hard to know how a handicapped child feels when he tries to do the things that are every day activities for most of us. Here are some things to do that might help the children in your care understand just a little bit more about the world of a child who can't see or hear.

- Have the children close their eyes and try to do daily activities like playing with toys or eating. Encourage the children not to peek.

- When you and the children watch TV, turn the sound down or off for a few minutes. Try to figure out what people are doing or what they're talking about.

- Ask the children if they'd like to try blindfolds for 1 or 2 minutes while they are playing or eating. Don't force any child to do this. If anyone does get frightened, take off the blindfold right away. Talk with the children about how it makes them feel.



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4 Something for yourself

Children with special needs may need extra time and energy from a caregiver. But, good information can give you lots of help as you care for a handicapped child. The more you know about a child and his behavior, the easier it will be to care for him.

Before you take a handicapped child into your home, you will need to talk with the parents about the special needs of their child. This information will be very helpful as you plan daily activities for the children in your home. In order to make your planning an easier job, you might want to start by asking parents some of these questions.

EATING

Does the child need to eat special foods?
Can the child feed himself?
Can the child use a knife, fork or spoon?
Does he need special eating utensils?
What does he like to eat?

WASHING AND DRESSING

Can the child dress herself?
Can the child wash her face and hands?
If not, how much help does she need?

TOILET TRAINING

Is the child toilet trained?
Can he tell you when he has to go to the bathroom?
Does he wet the bed or have accidents at other times during the day?

BEST COPY AVAILABLE

COMMUNICATION

Can the child talk?
How does she communicate?
Does she know her name?

DIRECTIONS

Does the child follow directions?
Can he recognize common dangers?
Does he avoid common dangers?
How closely must he be watched?

PHYSICAL ABILITY

Can the child sit, crawl, walk or run?
Can she hold things in her hands?

INTERESTS

What does the child like to do?
Is there anything he doesn't like to do or eat?
Does the child have any special interests or habits?

BEHAVIOR

Does the child get upset very easily?
How does she get along with others?
Does she have any special fears?
How does the child react to new places or new people?

MEDICAL

Does the child need to be taken to special doctors during the day?
Is the child taking any medications?
Does the child have tantrums or seizures?
Is there anything that the child shouldn't do?

GENERAL

What do you think are the special needs of the child?
Is there anything else you would like me to know about the child?

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University of North Carolina at Chapel Hill
"Special Things for Special Kids"

BEST COPY AVAILABLE

5

PARENTS: Do You Know the early warning signs of children with special needs?

Hearing

IF YOUR CHILD. . .

- does not turn to face the new sounds or voices by six months of age.
- often has ear aches or running ears.
- talks in a very loud or very soft voice.
- does not respond when you call from another room.
- turns the same ear toward a sound he/she wants to hear.

Moving

IF YOUR CHILD . . .

- is not able to sit up by himself by age 1.
- cannot walk without help by age 2.
- does not walk up and down steps by age 3.
- is not able to balance on one foot for a short time by age 4.
- cannot throw a ball overhand and catch a large ball bounced to him/her by age 5.

Who Can Help?

If you think your child may have special needs, talk with your family doctor, public health nurse, the Easter Seal Society or other professionals in the field. Don't wait to talk with them about what you feel may be an odd way for a child to act or a possible physical problem.

No matter where you may live, there are parent organizations and agencies which will help you if your child has special needs.

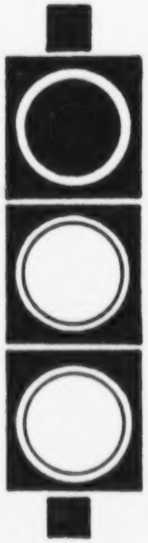
Remember, the earlier you know about your child's special needs and look for professional help, the more chance your child has to overcome the problem.

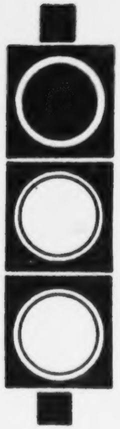
THE EASTER SEAL SOCIETY
2023 West Ogden Avenue
Chicago, Illinois 60612

5

PARENTS:

Do You Know the early warning signs of children with special needs?





Take a minute
to read these
EARLY WARNING SIGNS...
you may find
that your child
has a special need!

Some children are born with problems that affect their body or their mind. Others may have things happen to them which handicap the way they grow and learn. Fortunately, many of these problems can be taken care of if parents know about the problem early and look for help. When you don't know about, and deal with a problem early, your child may have to live with an unnecessary handicap for the rest of his life.

These EARLY WARNING SIGNS are some of the more common signs that a problem may exist. If you think that your child may have special needs, we want you to look for help right away. Don't wait until your child goes to school before you begin to deal with the problem.

Seeing

IF YOUR CHILD...

* is often not able to find and pick up small objects which have been dropped.
* often rubs eyes or tells you that eyes hurt.
* has red, watering or encrusted eyelids.
* holds head in an odd way (tilts head to either side - pushes head forward or back) when trying to look at a person or object.
* sometimes or always crosses one or both eyes.

Talking

IF YOUR CHILD...

* cannot say "Mama" and "Da-da" by age 1.
* cannot say the names of a few toys and people by age 2.
* cannot repeat common rhymes or TV jingles by age 3.
* is not talking in short sentences by age 4.
* is not understood by people outside the family by age 5.

Playing

IF YOUR CHILD...

* does not play games such as peek-a-boo, patty cake, waving bye-bye by age 1.
* does not copy parents doing routine household chores by age 2 to 3.
* does not enjoy playing alone with toys, pots and pans, sand, etc. by age 3.
* does not play group games such as hide-and-seek, tag, ball, etc. with other children by age 4.
* does not share and take turns by age 5.

Thinking

IF YOUR CHILD...

* does not react to his/her own name when called by age 1.
* is not able to point to hair, eyes, ears, nose and mouth by age 2.
* does not understand simple stories told or read by age 3.
* does not give answers that make sense to questions like "What do you do when you are sleepy?" or "What do you do when you are hungry?" by age 4.
* does not seem to understand words like "today", "tomorrow", "yesterday" by age 5.

6 When you want to know more

ABOUT SPECIAL THINGS FOR SPECIAL KIDS

BOOKS

About Handicaps
by Sara Bonnett Stein
how to talk with children about
a handicap
Cost: about $4.95

Order from: Toys 'N Things Press
906 North Dale Street
St. Paul, MN 55103

Ask at your local library for this and other books.

CHILDREN'S BOOKS

He's My Brother
by Joe Lasker
story about a handicapped child
and his brother

Pablito's New Feet
by Dawn Thomas
story about a little boy who had
polio and how he learns to walk

The Blind Colt
by Glen Rounds
story about a little boy and
his blind colt

Ask at your local library for these and other children's books.

THINGS TO SEND FOR

National Information Center for Handicapped Children and Youth — free
see information sheet in this packet

"Hearing Impairment and the Audiologist" — free
pamphlet tells about hearing problems and who can help
Order from: National Association for Hearing and Speech Action — 800-638-8255 free call
10801 Rockville Pike
Rockville, MD 20852

THINGS TO SEND FOR	"Parenting Preschoolers: Suggestions for Raising Young Blind and Visually Impaired Children" booklet that tells about blind and visually handicapped children	free
	"Touch the Baby" pamphlet that gives helpful suggestions about caring for visually impaired babies and children	free
	"Low Vision Questions and Answers: Definitions, Aids, Services" pamphlet that tells about different eye problems that cause people not to see well	free
	Order from: American Foundation for the Blind 15 West 16th Street New York, NY 10011	212-620-2000
	"Developmental Checklist for Young Children" a checklist of a child's growth and development from birth to 5 years	free
	"The Truth about Mental Retardation" pamphlet that discusses mental retardation	free
	Order from: Association for Retarded Citizens (ARC) National Headquarters P. O. Box 6109 Arlington, TX 76011	800-433-5255 free call
CALL-IN-LINES	American Council of the Blind	800-424-8666 free call
	Better Hearing Institute	800-424-8576 free call
	Epilepsy Information Line	800-426-0660 free call
	National Center for Stuttering	800-221-2483 free call
	National Crisis Center for the Deaf	800-446-9876 free call
	National Down Syndrome Society	800-221-4602 free call
	National Hearing Aid Society	800-521-5247 free call

National Information Center for Handicapped Children and Youth

We are a national resource center for . . .

PARENTS of handicapped children
DISABLED ADULTS who are seeking information about rights and community services
PROFESSIONALS concerned about health, education and other needs of handicapped people
STUDENTS preparing to work with disabled children and adults
ADVOCATES for the rights of people with disabilities

We can send you . . .

* Pamphlets and reading lists to tell you more about specific disabilities and how to encourage development of needed skills.
* Ideas on how to work with schools and other agencies to create programs that help handicapped children and adults lead independent, productive lives.
* Addresses of parent organizations and disability-related groups near you.
* Addresses of state agencies and advocacy groups in your state.
* Information about other resources that you can use - for your child, your students, your clients, yourself.

Let us hear from you! We have information that can help.

☐ Please send me an information packet. (fill out form below)

☐ Please place my name on the mailing list

Name ______________________ ☐ Parent ☐ Disabled Adult

Organization ______________________ ☐ Professional (please specify): ______________________

Address ______________________

City ____________ State ________ Zip ______ ☐ Student (please specify major): ______________________

To help us determine what kinds of information will be most helpful, please tell us:

Age: ________ Handicapping condition or problem: ______________________

____

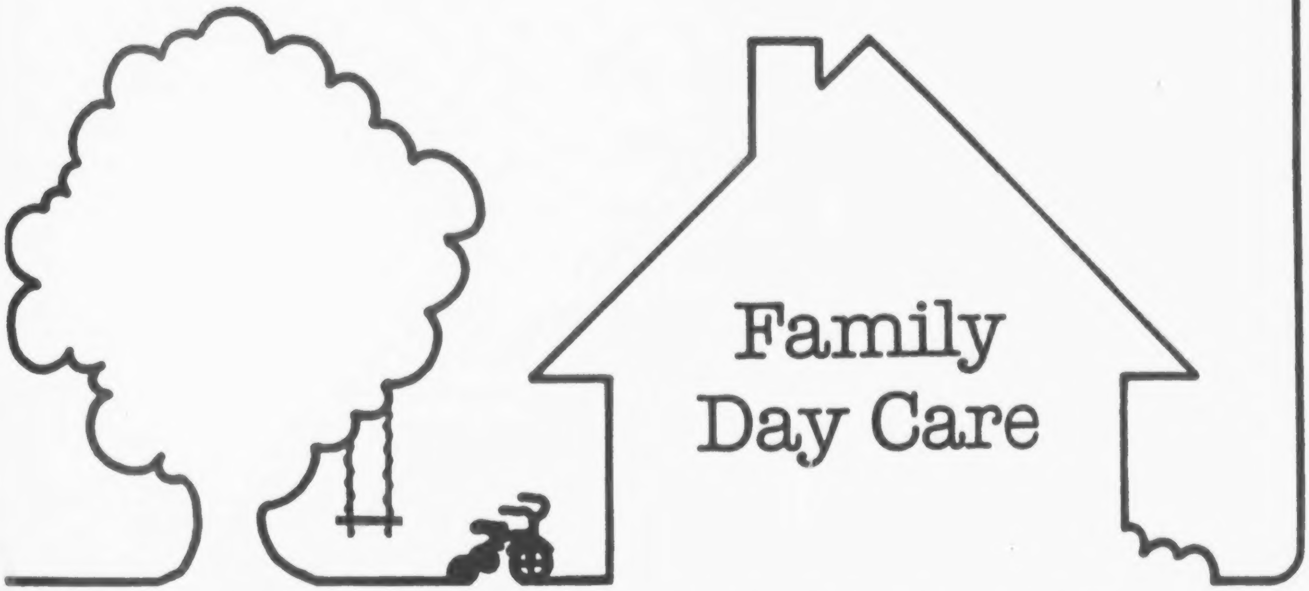
Type of service needed: ______________________

★ ALL publications and information packets are free of charge. ★

National Information Center for Handicapped Children and Youth
Box 1492, Washington, D.C. 20013

SPACE TO
PLAY AND LEARN

by Thelma Harms and Debby Cryer



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University of North Carolina at Chapel Hill

Read this first

Dear Caregiver,

When you take care of children you need to make a good place for them in your home while still keeping your home comfortable for you and your family. As you make changes in how you use space in your home and yard, here are some things to keep in mind:

Setting up your home to meet children's needs is important in giving quality child care.

Children need comfortable places to play, explore and learn, both indoors and outdoors.

Good organization can make the most of the space and equipment you have.

A home that is well set up makes life easier on the caregiver's family and the day care children.

In this folder there are some ideas for making good use of space in your home.

1 helps you with ideas for meeting the basic needs of day care children in your home
2 has easy-to-make outdoor play equipment
3 shows how to make up special activity boxes for use indoors and outdoors
4 has two activities for you to do with children that help them learn about their space in your home
5 is something just for you
6 is someting for you to read and then give to parents
7 gives you a head start when you want to know more

We know there is always room for improvement in everybody's surroundings. We hope some of the ideas in this folder are useful to you.

Sincerely,

Thelma Harms Debby Cryer

1

Space to Play and Learn

Making a place for children in your home

It takes a lot to give good day care - loving, dependable adults, a safe, secure place and many chances for children to play and learn. The way you set up your home to meet the needs of children is an important first step in giving quality care.

A home that is well set up for day care makes it easier for the caregiver because the day care children are happy, busy and learn to manage their own routines early. The caregiver's own children should have their own special toys and space separate from the day care. This way, both the family and the day care children benefit because it is clear where the family's space and things are and where the day care's space and things are.

Every home, whether big or small, fancy or plain, can be arranged to make a good place for children. There are many different ways to arrange a home for child care. But the first step is always the same - to think about what you have to work with.

Making the most of a small place

If your space is small, do not crowd the space you have by taking too many toys out at one time. Remember that children need some open space to play, either on the floor or at a table. The ideas for Activity Boxes in number 3 are helpful in organizing little spaces. Take only one activity box out at a time.

Make sure you have enough light in every room so you can use all of your space. Also paint the walls and ceiling white or a light color to make rooms look and feel larger.

Try visiting another caregiver's home to see how she has set up her space. Share helpful ideas with each other.

Questions to ask yourself

What kind of space do I need to take care of children of different ages - space for the baby to crawl, the three year old to draw, run and climb or the school-age child to ride a bike and do homework?

What can I set up indoors for children to do - in the kitchen, bathroom, bedroom, living room?

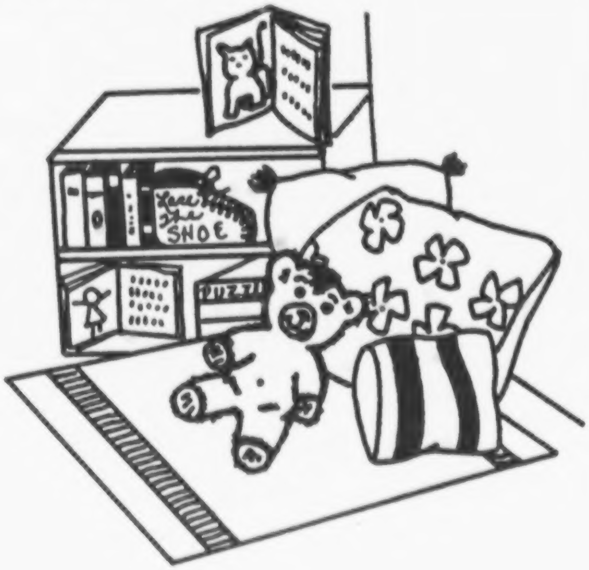
Is there an extra space I can use just for my day care things - a spare room for the children to play in, a closet or storage space for their toys?

Where can I fix up a place for the children to play outdoors?

Which parts of my home will be "off limits" for the day care children, used for my family only?

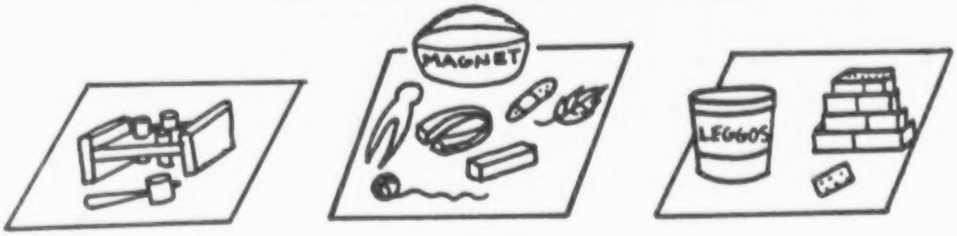
On the following pages there are ideas for answering these questions. Perhaps some of them will work for you.

CHILDREN NEED A PLACE TO RELAX AND BE ALONE



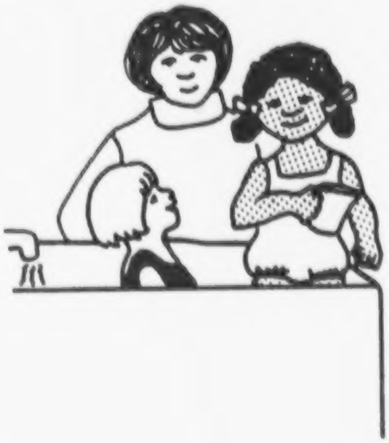
- Find a big box for kids to hide in.
- Make a tent with a blanket over a table.
- Put a child-sized rocking chair in a private place.
- Provide a special quiet corner with soft pillows.

CHILDREN NEED PLACES TO PLAY OR WORK QUIETLY

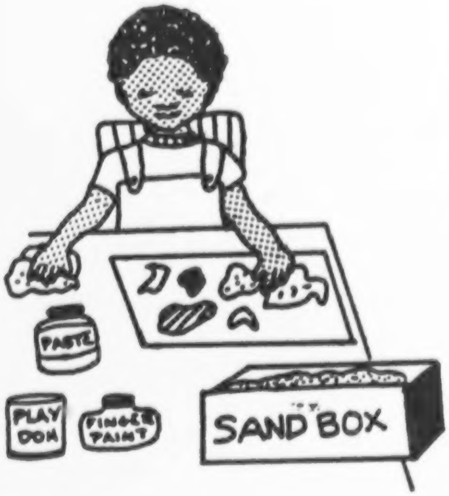


- Separate quiet and noisy activities - don't set up a quiet book area right next to a record player.
- Set up permanent places for certain activities - a book corner, an art table in the kitchen, a place to play with blocks.
- Put games on place mats or carpet squares, one for each game, to keep pieces from getting mixed up. Sometimes this keeps down noise, too.

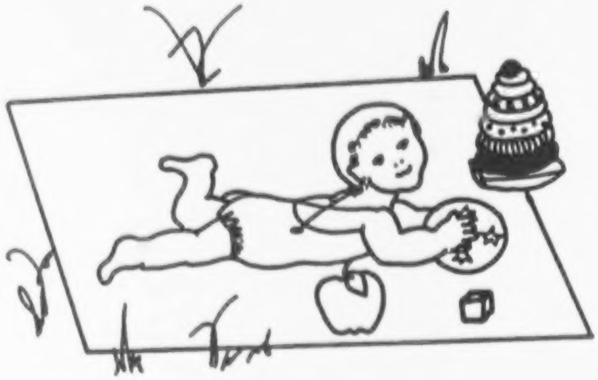
CHILDREN NEED PLACES FOR



* Water play in the bathroom?
(with you watching, of course)



* Messy play in the kitchen?

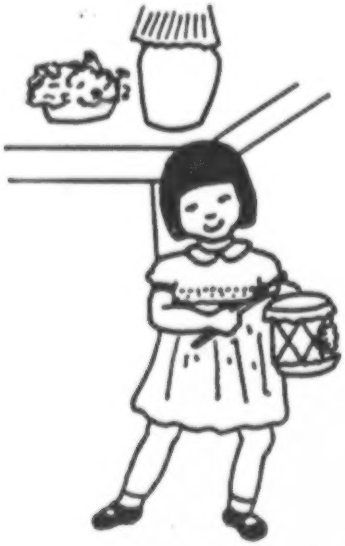


* Baby play on a blanket?

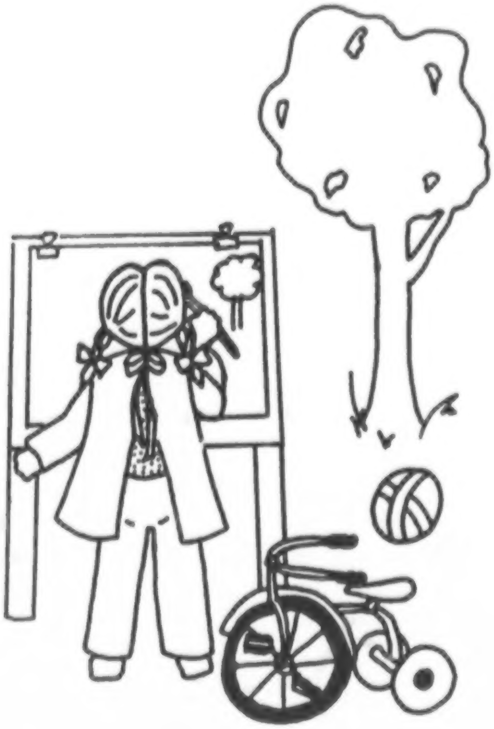
WHERE COULD CHILDR
IN YOUR

* Try not to limit
room for play.

MANY DIFFERENT KINDS OF PLAY



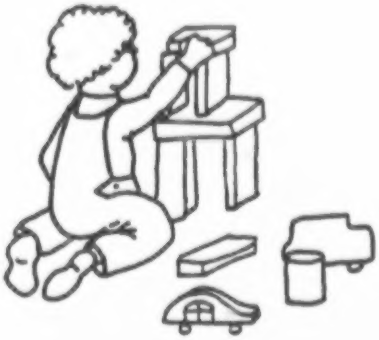
* Noisy play in the living room?



*Outdoor play in the yard?

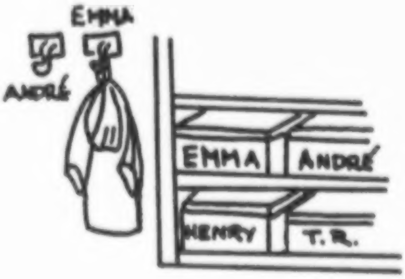
N DO THESE THINGS
OUSE?

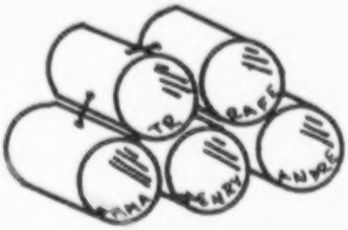
them to only one



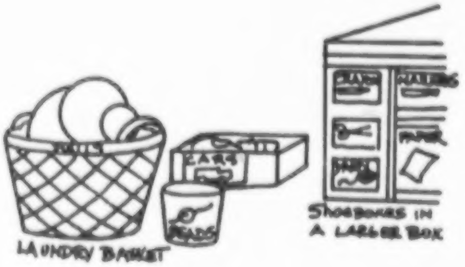
* Building on the porch?

CHILDREN NEED TO LEARN TO DO THINGS FOR THEMSELVES


EMMA
ANDRÉ
EMMA
ANDRÉ
HENRY
T.R.

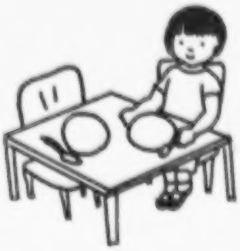

T.R.
RAFE
EMMA
HENRY
ANDRE

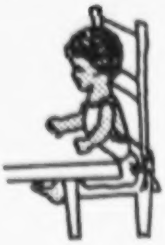
- * Make a place for each child to keep his own special things.


BALLS
CARS
BEADS
LAUNDRY BASKET
MARKERS
PAPER
SHOEBOXES IN A LARGER BOX

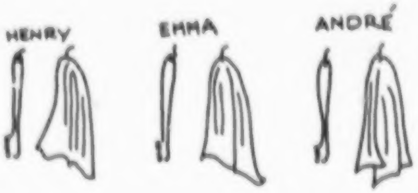
- * Store the same things in the same places, so kids can easily find them and put them away.
- * Keep toys on low shelves or in containers on the floor. This will avoid toys getting lost or stepped on.
- * Put picture and word labels on the containers and shelves so children know where things belong.
- * Change toys often. Don't keep all your toys out at the same time.

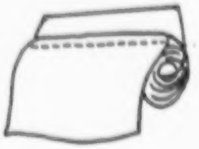
CHILDREN NEED A PLACE WHERE ROUTINES ARE EASY TO MANAGE



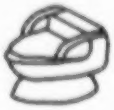


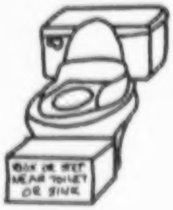
- At mealtimes, use child-sized tables and chairs or cushions and kiddie-seats to make chairs the right height. This helps the child to do more on his own.
- Use high chairs for babies or toddlers.





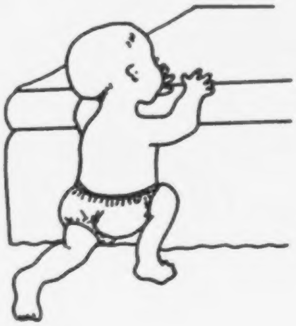
- For each child, hang a clean, damp wash cloth where it is easy to reach; change wash cloths often.

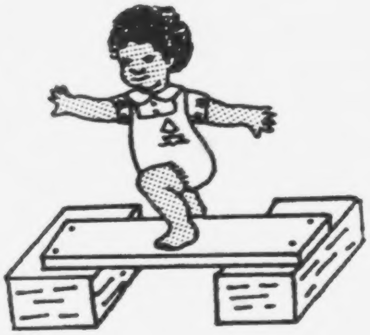



BOX OR STEP NEAR TOILET OR SINK

- Put a potty chair or children's toilet seat in the bathroom for the youngest kids. Wash and disinfect the potty chairs often to kill germs.
- Make sure the changing table has warm water handy so you never have to leave the child alone. Remember that washing your own hands after every time you change a diaper cuts down on illness.
- Have a cot or crib in a quiet place for each child.

CHILDREN NEED SPACES TO MOVE AROUND – **INDOORS AND OUT**





- Make indoor places where kids can safely crawl, balance, climb, hop or run inside.
- Keep active play away from quiet places.
- Keep places where children walk away from places where children play.

The Rainy Day
LIBRARY

- Take children out every day.
- If you don't have a good yard, take kids on walks often. Even if you do, kids love a walk around the block for variety.

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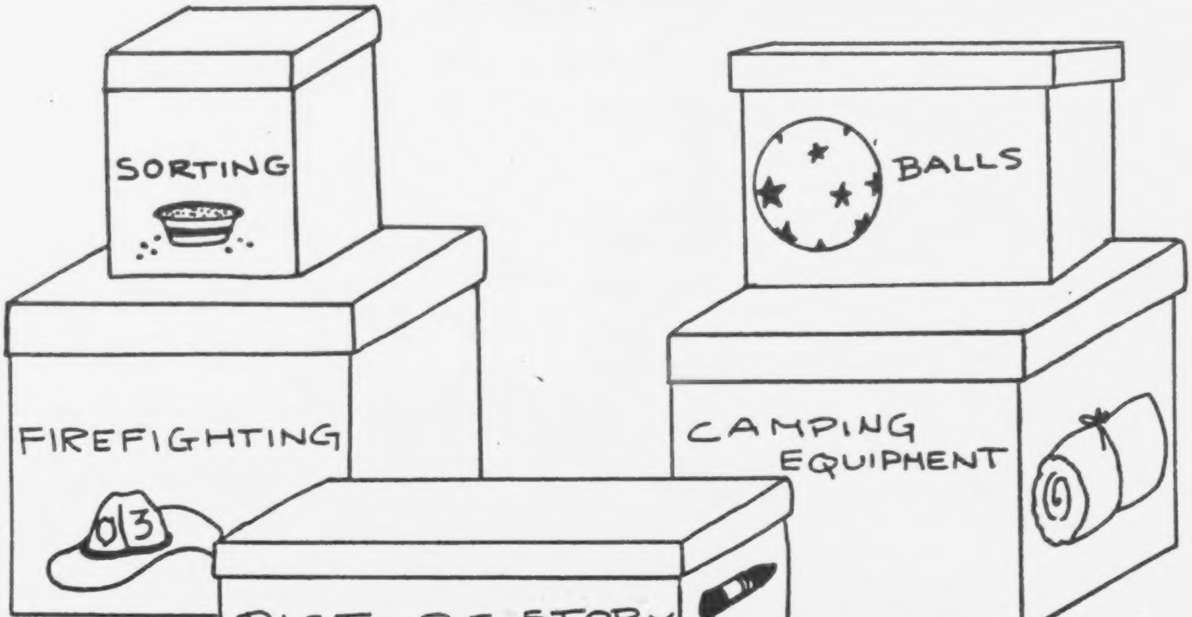
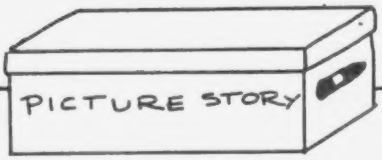
University of North Carolina at Chapel Hill
"Space to Play and Learn"

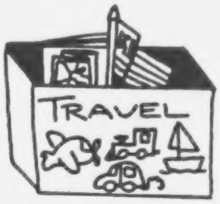
3 ACTIVITY BOXES


SORTING
BALLS
FIREFIGHTING
CAMPING EQUIPMENT
03
PICTURE STORY



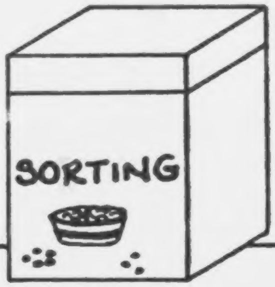
Children need so many different kinds of things to play with that keeping the things that go together in the same place can be a problem. Activity boxes filled with everyday materials are a space and time saving idea for organizing children's playthings.

To make an activity box, put everything that is needed for an activity into one box. Add pictures, storybooks or records about the activity to help the children get more play ideas.



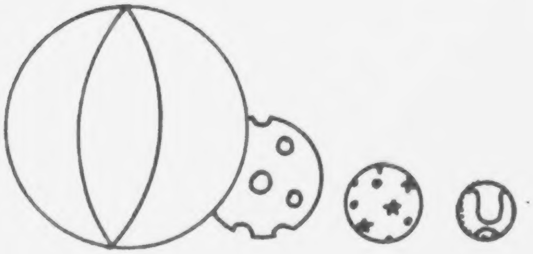
These boxes can be stored in a closet or shed and brought out when you want to use them. When the children are finished playing, they can put things back in the right boxes for next time. Label each box clearly with large letters and a picture of the things inside.

Rotate the boxes you bring out. This way the activity will seem new again and again. Here are some ideas for activity boxes you can make. Be sure all the things you put in your activity boxes are safe for the children who will play with them.

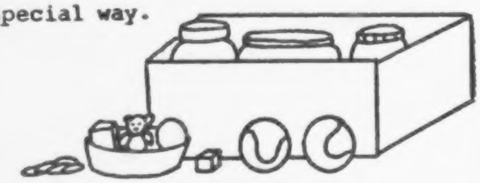


ACTIVITY BOXES FOR INFANTS AND TODDLERS

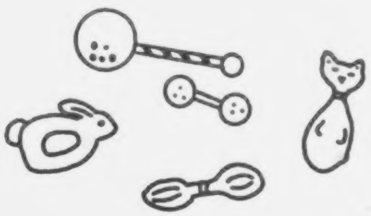
BALLS: Make a box of lightweight balls that are different sizes and color. Add small fuzzy tennis balls, colored shiny balls, wiffle balls with holes in them or even a few colorful beach balls.



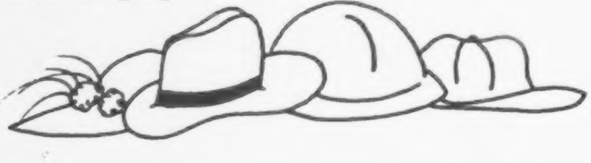
DUMP AND FILL: Put a few plastic bowls or plastic jars with lids in this box. For toddlers, add a handful of teddy bear counters, poker chips, inch cubes, or other small safe toys to each bowl. For infants, use 2 inch cubes, safe rubber squeeze toys, or tennis balls. Give each child a bowl of toys to dump and fill in his own special way.



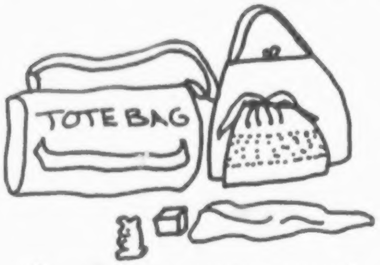
RATTLES: Put rattles of different size, shape and color into a sturdy box. Add rattles that make many kinds of sounds. Try ones that click, jingle, ring or even have moving parts to watch. Be sure all rattles are safe and lightweight so children can play with them on their own.



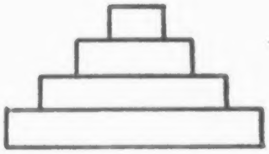
HATS: Gather several lightweight hats and put them in a box. Make sure the hats are safe for children's play and don't have any loose pieces that a child could choke on. Choose big floppy hats, little baseball caps, hard plastic workman hats or even cowboy hats. Try setting this activity box out near an unbreakable mirror so the children can watch themselves play.

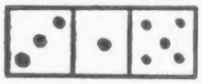


PURSES, TOTES AND POCKETBOOKS: Collect a few pocketbooks and tote bags to put into a sturdy box. Choose ones of different size, shape and color that can be easily carried around. Add a few scarves, blocks or safe toys for your young ones to put into their pocketbooks. Let them enjoy filling their bags with these special treasures or just carrying them around in their own playful way.



STACKING: Put into a box safe things that will stack. Add wooden unit blocks, colorful sponge blocks, clean empty food boxes covered with contact paper, nesting blocks or any other set of safe stackable toys. When you put this box out for children's play make sure thay have a flat space large enough to build and stack where towers they build will be safe from the active play of others.



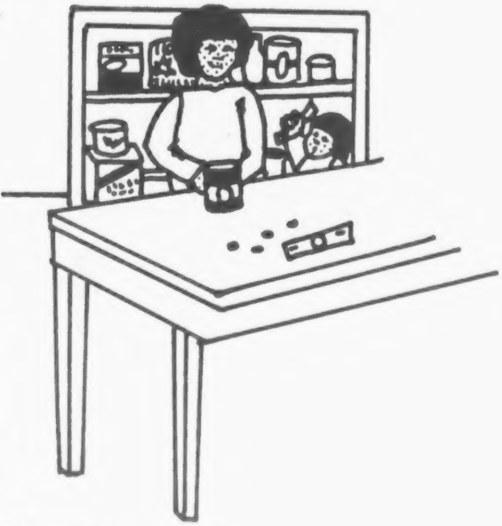


PRETEND BOXES

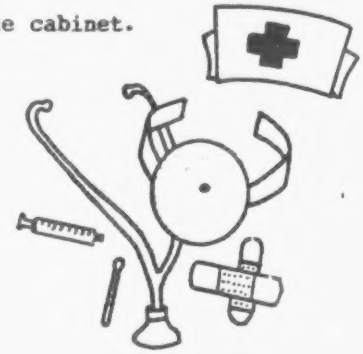
FIREFIGHTING: Put into a box an old garden hose cut into pieces about 1 - 1 1/2 yards long, some plastic firefighter hats and a bell. Add books about firefighters, so you can read to the children to give them new play ideas.

CAMPING: Find canteens, knapsacks, and small lanterns in surplus stores. Put them in the box with a pair of old binoculars and a small tent made from a sheet. The children will enjoy their camping play even more if you show them a book about camping or tell stories about sleeping in a tent on a camping trip.

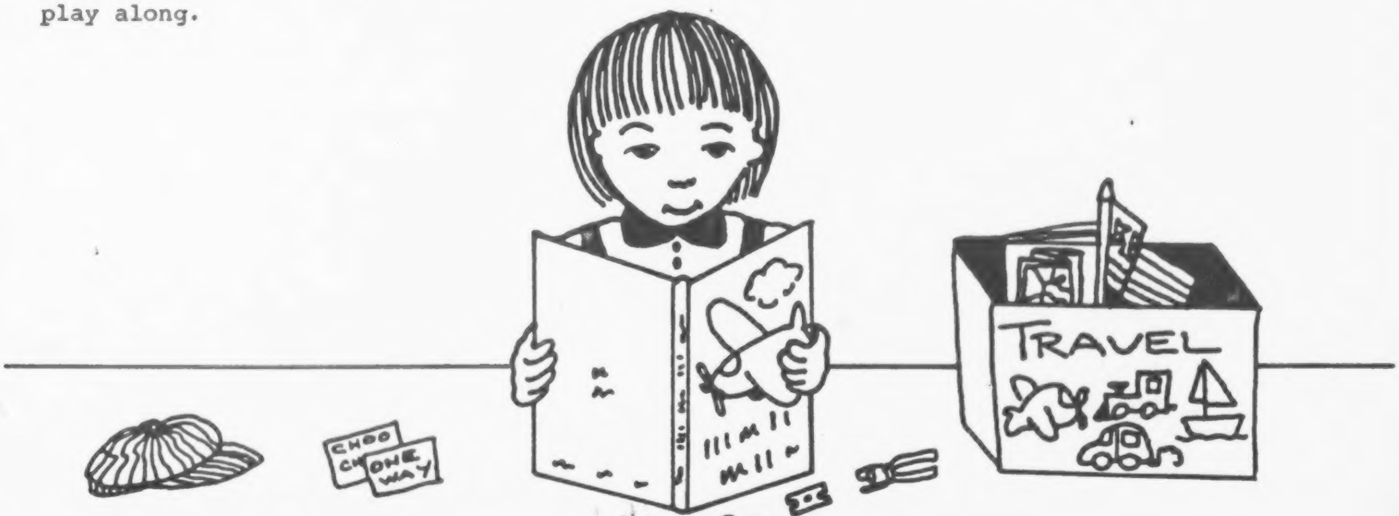
STORE: Use clean cans, boxes and packages from familiar items with their labels still on. Make or buy play money. Set up a store where children can "buy and sell." Let them take their things "home" to their playhouse kitchen.



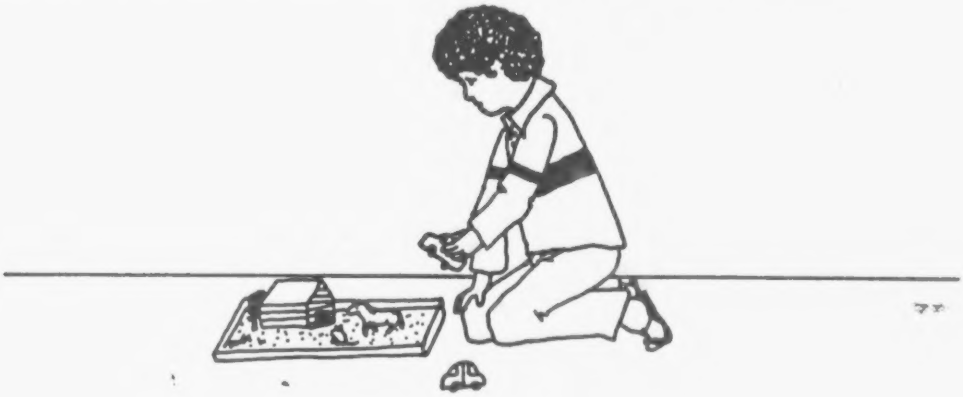
HOSPITAL: Put a few nurses caps, a stethoscope, a play shot injector, tongue depressors, bandaids, and bandage strips in a box so the children can play doctor and nurse. Add some books about the hospital and visiting the doctor and dentist. Use this time to talk about never taking medicines alone or playing in the medicine cabinet.



TRAVEL: This box holds everything children need to play bus, train, boat or plane. Put in uniform caps like those worn by pilots, train engineers or bus drivers. Add tickets, a paper punch and a map. Children enjoy making a train or bus with a steering wheel and boxes or chairs. They can sell tickets and pretend to take a trip. A storybook about travel or a real bus trip helps the play along.



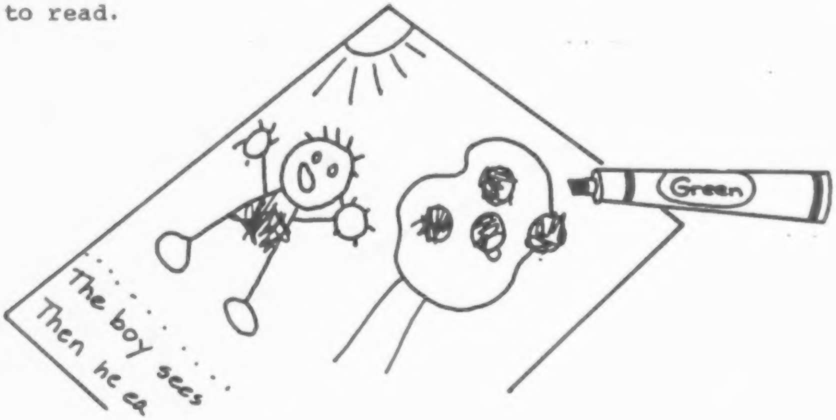
LITTLE WORLD: Put into a box a collection of tiny cars, trucks, little plastic people and animals. You can buy inexpensive bags of plastic cowboys, farm and zoo animals. Add small blocks for the children to build a little people world. Children can also use the little things in a three inch deep box or pan lined with an inch of cornmeal or dry coffee grounds in the bottom. Little world play calms children down so it's a good rainy day game.



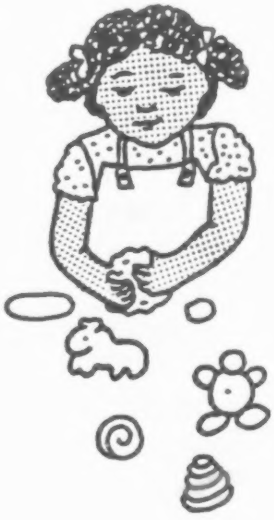
PAINTER: You will need a couple of white painter's caps, some large clean cans or small pails, and a few paint brushes with 2-3 inch wide bristles. The children can paint with water on the outside of the house or the play equipment.

MAKE AND DO BOXES

PICTURE STORIES: This box holds watercolor markers or crayons, and paper. Fold single sheets back about 3 inches from the bottom. Have the children draw a picture on the larger part of the paper, then unfold the bottom and have them tell you the story that goes with the picture. Print what they tell you and then read the story back to them. Single pages can be stapled together to make a book. This activity is especially good for three to five year olds because it helps their language development and gets them ready for learning to read.

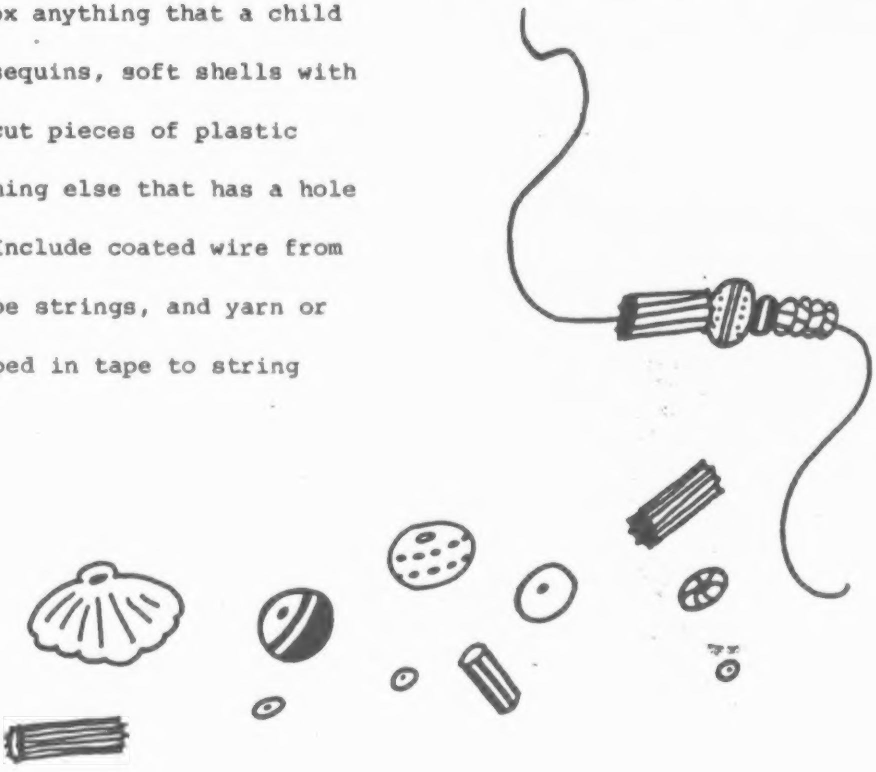


ART DOUGH: Make up different colors of art dough. Mix 2 cups of flour, 1 cup of salt, 1/2 cup of water for each batch. Add 1 teaspoon of powdered paint or a few drops of food color as you mix each batch. Store each color of art dough in a seperate covered coffee can to keep it moist. (Do not use a plastic bag because it makes the art dough sticky.)



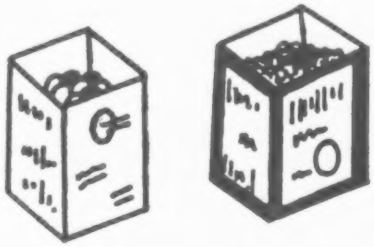
Children can play with the art dough using their hands to mold and shape it. Tell the children you want to see what they can make with their hands. If you bake the shapes in a slow oven (about 250 degrees) the dough will turn very hard and last a long time. The shapes make good Christmas tree ornaments or gifts.

STRINGING: Put into a box anything that a child can string - old beads, sequins, soft shells with a hole punched through, cut pieces of plastic drinking straws, or anything else that has a hole in it and won't break. Include coated wire from telephone cables, old shoe strings, and yarn or string with one end wrapped in tape to string necklaces.

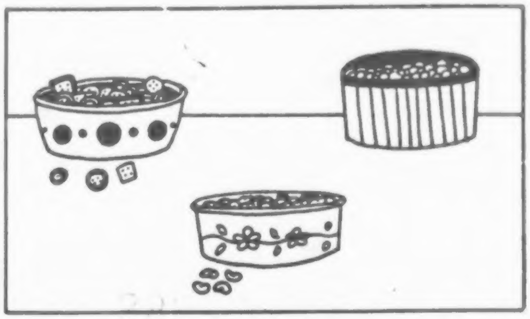


GLUEING: Collect things of different shape, color, feel or size that can be glued onto paper. Sort them into 1/2 gallon milk cartons, with the tops cut off - soft things in one, hard things in another, red things, blue things, shiny things, smooth things, rough things, and so on. You can make up your own way of sorting. Put the filled cartons, paste or glue and paper into the box.

When children work at this activity, be sure they look at and touch things in each carton. Ask them what kind of things there are in each carton and help them decide how the things are alike. "In here are round things." "This one has all the blue things."



SORTING: Put in a box four or five small containers, like cottage cheese cartons or margarine tubs, into which children can sort small things. Add collections of small things - buttons of all colors and shapes, tiny charms many doctors hand out, or dried beans and peas. Help children sort by color and shape, what the things are made of or what is used together. Ask them how those things in the same containers are the same. Be sure to keep these little things away from very young children who may put them in their mouth.



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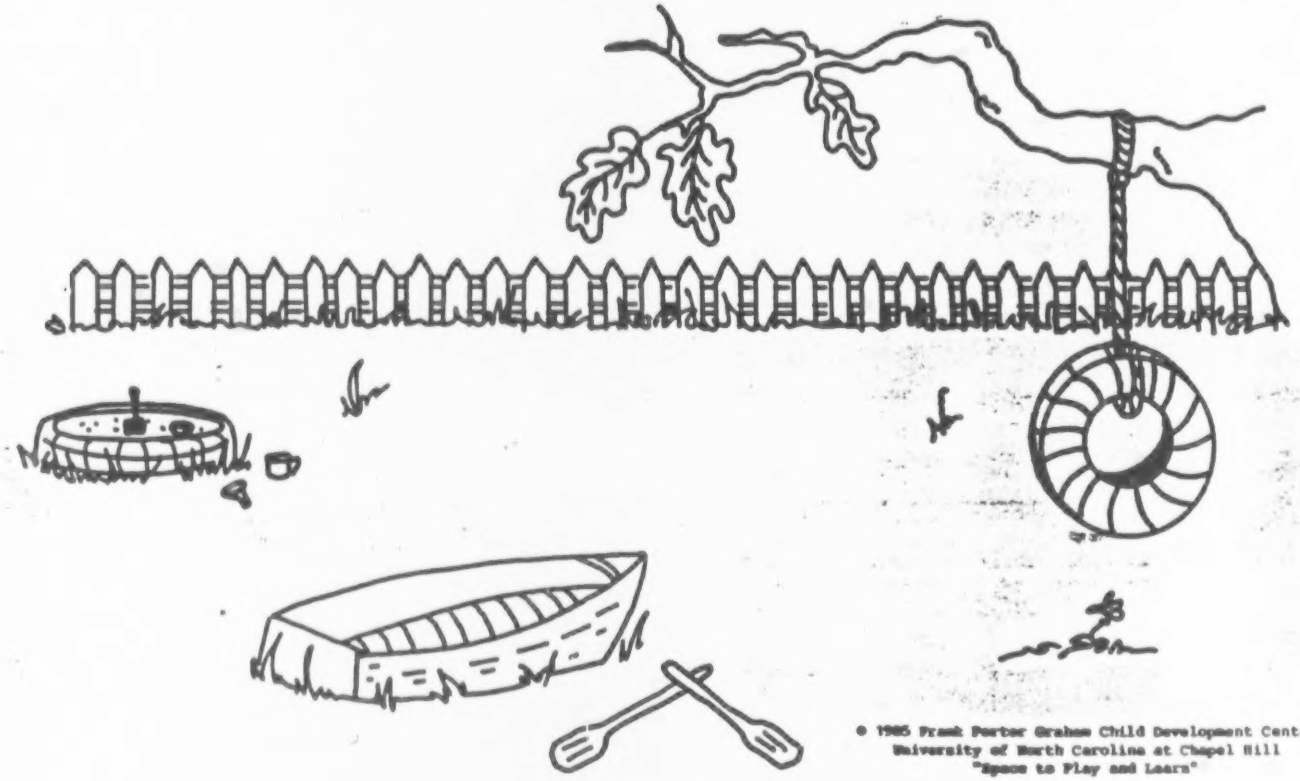
2

Outdoor Fun with Homemade Toys



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CARPENTRY

BALL GAMES

SAND AND WATER

PRETEND PLAY

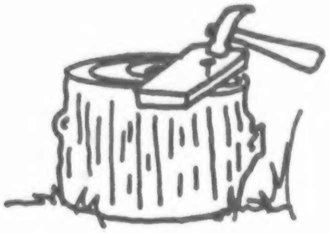
BUILDING AND CLIMBING

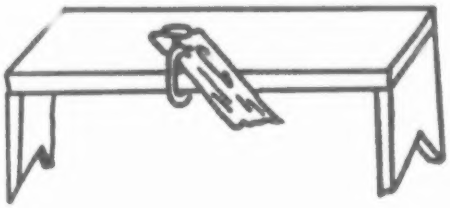
BALANCING

PUTTING IT ALL TOGETHER

CARPENTRY

Use an old sturdy box, a log or bench for children to hammer on. Provide a box full of scrap wood, a couple of lightweight hammers, some nails and a small hand saw; use a C-clamp to secure the wood when sawing. Show children how to use these materials in a safe way. Watch them closely as they work with carpentry tools.



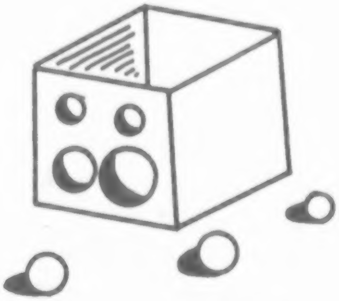


LOW BASKETBALL HOOP

Attach a basketball hoop or old laundry basket without the bottom to an outside wall or large tree. Provide a basketball or lighter rubber ball. Children love to "shoot baskets" if it's just high enough.

TOSSING TARGET

Cut 3 or 4 holes of different sizes in a large cardboard carton. Children can toss bean bags or small balls into the holes. Mark the ground where they need to stand to toss at the target.

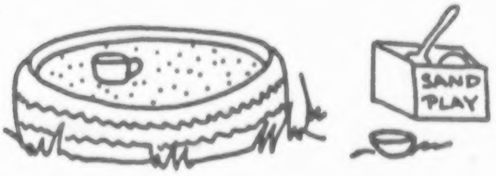


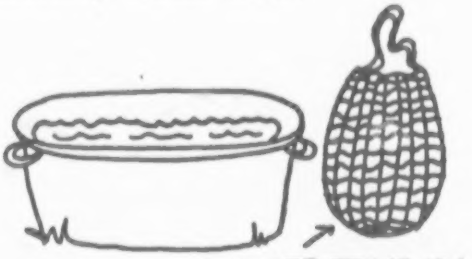
SAND BOX

Lay a tire flat on the ground and pour sand in; plastic sheeting can be put down first. Several small sand boxes are sometimes better than one large one. For a large sand box use a truck or tractor tire. Cover all sandboxes at night to keep out animals. Give children old kitchen utencils, plastic bowls, sieves, measuring cups, pitchers or pots and pans for their sand play.

WATER PLAY

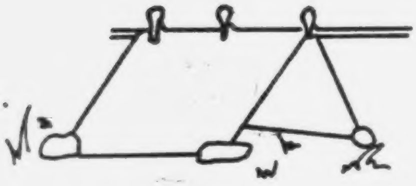
Use a wash tub or small plastic pool outdoors. Give children plastic containers of many kinds to use with the water (cups, sieves, plastic bottles). On cool days children can reach into the water to play; on warm days, they can get into the water. Be sure to change the water each day to keep it clean. Always watch children carefully around water.




WATER TOYS IN MESH BAG

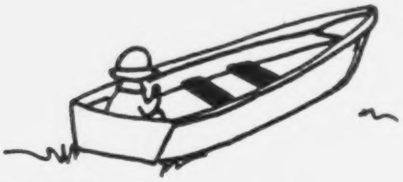
TENT

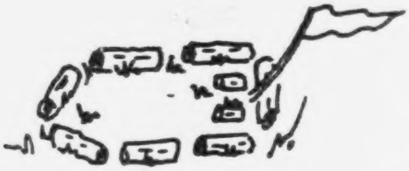
Use clothesline and an old sheet or blanket.



BOAT

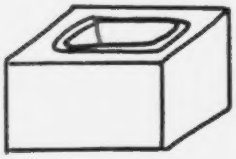
Use a discarded rowboat, large cardboard box, or make a boat outline with logs.

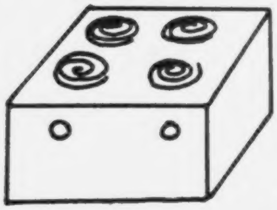


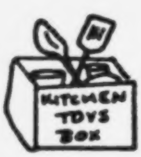


SINK AND STOVE

Cut a hole the size of a dishpan in a crate; set in the dishpan to make a sink. Hammer some old metal gas-stove burners onto a crate or draw burners with ink markers for a play stove; collect old pots, pans, spoons, plastic dishes and cups to cook with outside; keep everything close to the sandbox and water so the children can "cook." Try using safe short tree stumps or large flat rocks for other pretend furniture.





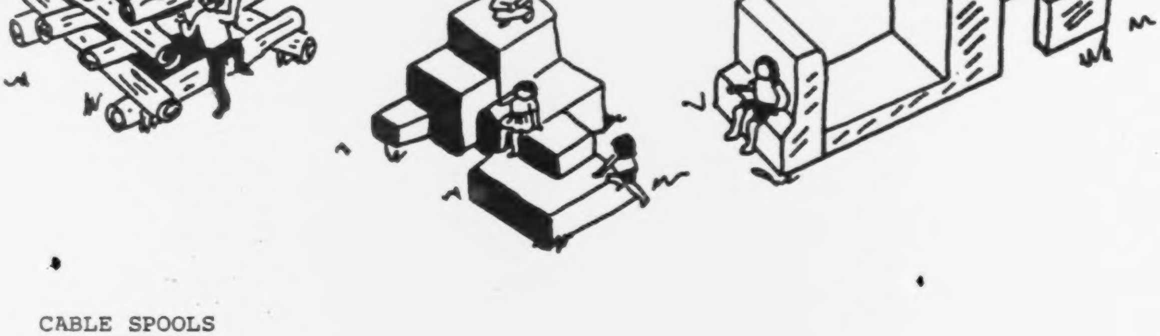


LOGS, RAILROAD TIES OR BOARDS

Collect some lightweight logs, boards or railroad ties for older children to use in building; caution children about climbing until the "building" is checked for safety.

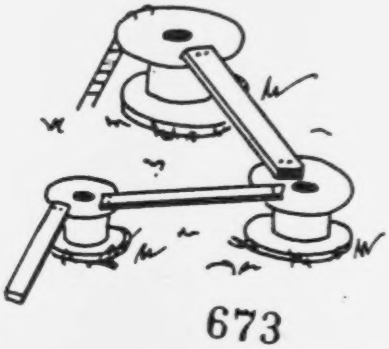
WOODEN BOXES

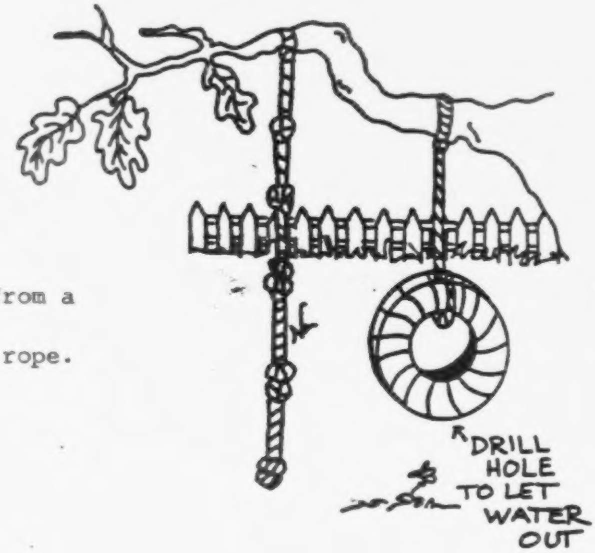
Collect or build some sturdy boxes the children can move around. Let them build whatever they want as long as it's safe. If the boxes stay outside be sure to check them each week for webs, bugs, loose boards, or nails.



CABLE SPOOLS

Place small discarded cable spools in the yard for outdoor tables. Large spools with planks and ladders nailed to them can be used for climbing.



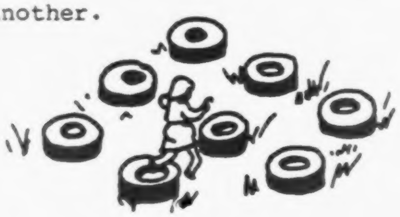

DRILL HOLE TO LET WATER OUT

TIRE OR ROPE SWING

Hang a strong rope with large knots from a sturdy tree branch, or attach a tire to a rope.

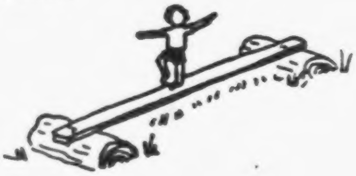
OBSTACLE COURSE

Lay down tires, touching or with space between; children can move from one to another.



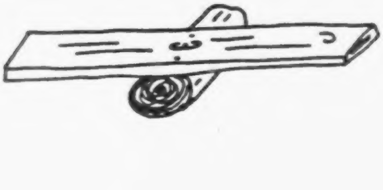
PLANK WALK

Stretch a plank between two thick pieces of wood. Children can walk across.



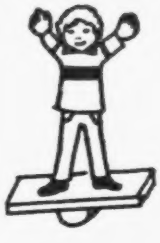
SEE-SAWS

Lay a 12-inch diameter log on the ground. Put a 3-foot board across the log. Secure the board in the log with a spike. Safe for two children.



ONE-PERSON SEE-SAW

Use a small log (3-4 inch diameter) with a 2-foot board across it; one child stands with feet apart and rocks.



For your play yard

ASK YOURSELF:

1. Is there a shady place to play in hot weather?
2. Is there a sunny, protected place to play in cold weather?
3. Do the children know where the yard stops? "Go only as far as the hedge." "Don't go out of the fenced-in place." "Go only to the tree."
4. Is there sand or wood chips (not cememt) under climbing things so children won't get hurt badly if they fall?
5. Is there something for every age child in my care - including babies, toddlers, 3's, 4's and the school-age child?
6. Is there enough for everyone to do without too much waiting?
7. Are there some quiet and some active things to do? Are they separated so children in quiet play don't get run over?
8. Have I done as much as I can to make my yard safe? Is it fenced in? Is the gate locked, not just latched?
9. Do I check every day to make sure that all the toys are safe and in good repair? Do I take broken toys out right away?
10. Do I use my yard for snack or lunch picnics, for reading stories, for art activities and other messy play?
11. Do I watch the children as carefully when they are outside as I do when they are inside?
12. What else do I need to do to make sure the children get out everyday, no matter what the weather is like?

4 Something for children

GETTING TO KNOW THE DAY CARE PLACE

Try this with children of all ages. Even babies and school-age children need to know about the day care place.

1. Tell children you are going to take them on a trip around the house to see the things they use. Ask them what they think they will see.

2. Move slowly and calmly through each room. Point out and talk about their special things in each room.

   Name the things for baby.

   Ask toddlers to name things they use as you point them out.

   Ask the older children what they do in the different rooms.

3. Talk about rules for living in the different rooms.

   "Where do you put these toys when you're through playing?"

   "What do you do when you want to use the play dough?"

A trip like this is especially good when you take a new child into your care, or when you change something in your home. All the other children can go around with a new child and explain about the house. Whenever you make a change, call the children's attention to it.

4 Something for children

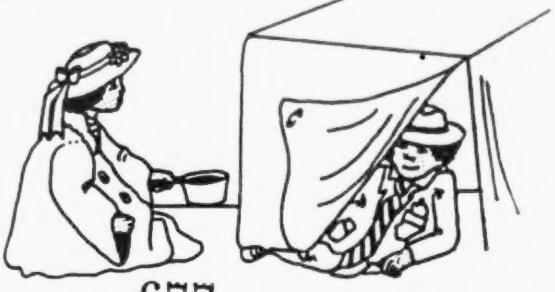
MAKE A LITTLE HOUSE

1. Have the children help you make a little house. It can be made indoors or outdoors. You can use a big box or a table covered with a sheet or blanket.

2. If using a box, children can draw windows and doors. You can help by doing the cutting. Then children can paint the house with their own paints.

3. If a sheet is used, the children can decide where the flap-door should be.

4. Let the children bring things into the house - pillows, blankets, a tea set, dolls, stuffed animals, dress-up clothes. This will improve their play and keep them interested longer.



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5 Something for yourself

Young children do much of their learning while playing and exploring around your home. To make the most of each child's early years, a caregiver sets up her home to meet the needs of young children.

Here is a list of some basic needs of young children. Take a look around your home to see if the way things are set up helps to meet these needs.

There are copies of this form for you to give to parents so they can do the same thing in their own homes. After you have filled out your form, and they have filled out theirs, you might enjoy discussing your answers with them. There will probably be many ideas for you to share.

1. Children need a place to relax and be alone.

In my house the children relax by

____

____

The children have time and space to be alone in _______________________

____

2. Children need times when they can play or work quietly.

In my house I encourage quiet play by

____

____

3. Children need places to do many things.

In my house, the children do messy activities in _______________________

____

The children can have noisy play

____

____

4. Children need to learn to do things for themselves.

I make it easy for children to find things by ______________________________

____

I make it easy for children to put away toys by ______________________________

____

5. Children need routines that are easy to manage.

I make eating easy for children to manage by ______________________________

____

I make washing hands and face easy for children by ______________________________

____

I make toileting easy for children by

____

____

6. Children need spaces to move around, indoors and out.

I make it easy for the children to move around indoors by ______________________________

____

I make it easy for the children to move around outdoors by ______________________________

____

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6

Something for parents

Young children do much of their learning while playing and exploring around the home.

To make the most of your child's early years, it helps if you set up your home, keeping your child's needs in mind.

Here is a list of some of the basic needs of young children. Take a look around your home to see if the way things are set up helps to meet these needs.

Your child's caregiver is doing the same thing in her home. After you've filled in this form, you might enjoy discussing your answers with your caregiver.

There will probably be ideas that each of you can share with the other. Your child will benefit from this sharing.

Here are some basic needs to think about.

1. A child needs a place to relax and be alone.

In my house my child relaxes by

____

____

My child has time and space to be alone in ________________________________

____

2. A child needs times when he can play or work quietly.

In my house I encourage quiet play by

____

____

3. A child needs places to do many things.

In my house, my child does messy activities in ______________________

____

My child can have noisy play

____

____

4. A child needs to learn to do things for himself or herself.

I make it easy for my child to find things by ______________________

____

I make it easy for my child to put away toys by ______________________

____

5. A child needs routines that are easy to manage.

I make eating easy for my child to manage by ______________________

____

I make washing hands and face easy for my child by ______________________

____

I make toileting easy for my child by

____

____

6. A child needs spaces to move around, indoors and out.

I make it easy for my child to move around indoors by ______________________

____

I make it easy for my child to move around outdoors by ______________________.

____

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7

When you want to know more

ABOUT SPACE TO PLAY AND LEARN

BOOKS

Planning Environments for Young Children
by Sybil Kritchevsky and Elizabeth Prescott
practical ways to organize classroom and playground space for children
Cost: about $2.50

Order from:
National Association for the Education of Young Children (NAEYC)
1834 Connecticut Avenue
Washington, D.C. 20009
800-424-2460
free call

Ask at your local library for this and other books.

THINGS TO SEND FOR

"A Home Arranged for Learning" (EL 154)
materials and places a child can use to learn at home
Cost: about 20¢

Order from:
Bulletin Room
Utah State University
Extension Service
UMC 48
Logan, UT 84322

"Choosing Good Toys for Young Children" free
how to make and buy toys for children ages 2-6

Order from:
National Association for the Education of Young Children (NAEYC)
1834 Connecticut Avenue
Washington, D.C. 20009
800-424-2460
free call

"For Kid's Sake - Think about Toy Safety" free
things to think about when buying and using toys

"Toy Safety" free
a fact sheet about the safe use of toy

Order from:
U.S. Comsumer Product Safety Commission
Washington, D.C. 20207
800-638-2772
free call

"Family Day Care Rating Scale"
by Thelma Harms and Dick Clifford
an easy-to-use evaluation booklet to help caregivers review and improve their day care home environment
Cost: about $3.50

Order from: Frank Porter Graham
Child Development Center
DC/TATS
300 NCNB Plaza 322A
Chapel Hill, NC 27514

VISIT

Look at some different places for children. Visit a day care center and several family day care homes. Look for ideas that will help you make your home a better place for kids.

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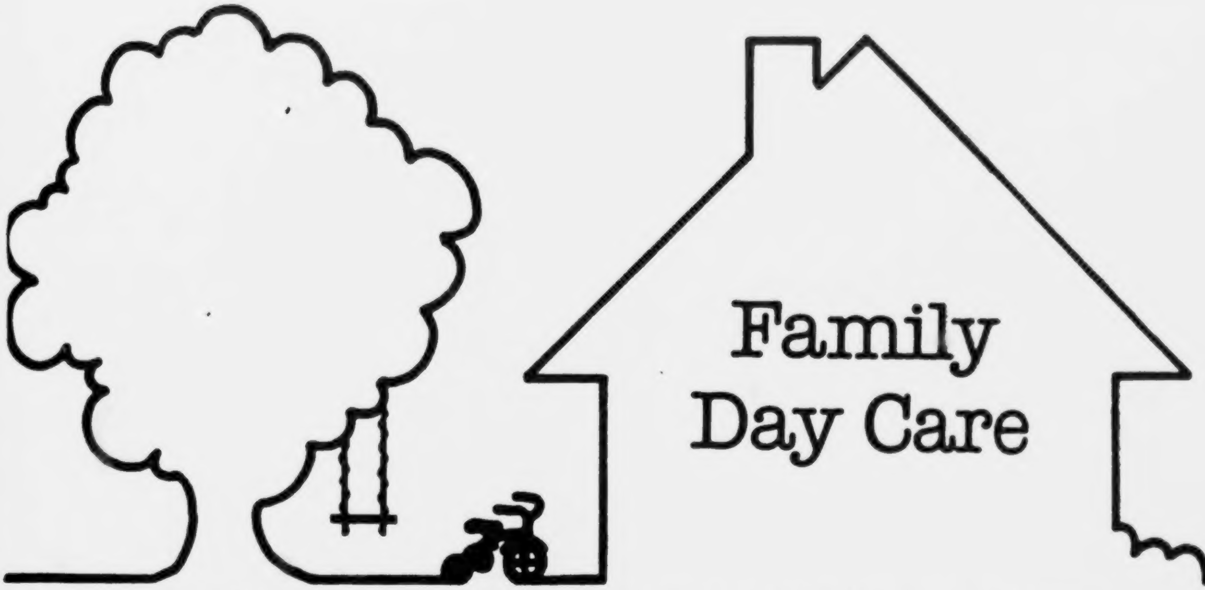
PLANNING AN ACTIVITY PROGRAM

by Isabelle Lewis and Beth Bourland



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Read this first

Dear Caregiver,

Successful planning of daily activities for children is not always easy. But, it is important. As a caregiver, there are certain things you may want to keep in mind as you plan.

You need to organize time, people and supplies if things are to go well and children are to learn and enjoy.

Children need a routine that carries over from one day to the next, but that allows for new, different things to take place, too.

Children learn from "real life" activities that go on everyday in a home or neigborhood.

In this folder are some materials which should be helpful as you think about how to do these things.

1 helps you get started with information on things like activities, planning and materials
2 has some specific activities
3 is a collection of ideas to add to your own
4 has two activities for you and the children
5 is something just for you
6 is something for you to read and then share with parents
7 can help you get started when you want more information

We know that this will not tell you everything about a successful program and activities. But we hope it helps you to think about what else you want to know and gives you some ideas on how to find out.

Sincerely,

Isabelle Lewis Beth Bourland

1

Planning an Activity Program

The children are family, too

Each person in a family has the right to be loved, to be accepted, to have choices about what he does, and to have a place and things that are his alone. Each family member also needs a few responsibilities and simple rules.

In his day care family, a day care child needs to be secure and comfortable, to feel "at home." To make this happen, the caregiver must think about everything that goes on in the time the child is with her: what the child eats, what the child does for himself, what the child plays with, where the child plays and how the child sleeps.

This is the caregiver's "program." Planning for this program is what makes family day care more than babysitting.

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"Planning an Activity Program"

Family day care & your family

When you choose to give child care, you also are choosing to share your home. Your job will be much easier, if all the members of your household understand how the family space and time will be affected by other children coming in.

Your family may have mixed feelings about your being a caregiver. They might enjoy the extra money you bring in and really love the kids who come. But they might also find it hard to share their home and life all the time.

To handle these mixed feelings, talk with your family often about how they feel. They will give you some ideas (and answers) that will help you make decisions about your program.

Some ideas expressed in other families are:

"My husband wants the kids to be gone when he gets home from work so I have strict day care hours from 7:00 a.m. - 5:00 p.m."

"My own youngsters are willing to share their outdoor toys, but not their bedrooms. I have made the bedrooms off limits to day care kids."

"I like to have a few minutes to be with my own kids when they come home from school. In order to do this I make sure my day care kids are set up with an activity they can do on their own for these few minutes."

WHAT DOES YOUR FAMILY SAY?

Planning

SOME THOUGHT NEEDS TO BE GIVEN TO PLANNING.

Planning a program is just thinking about what you're going to do and how you're going to fit it all together. A program plan should

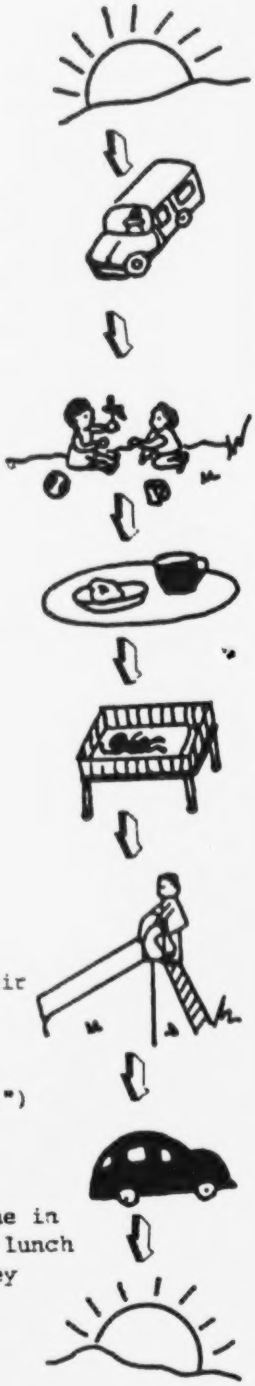
- help you have time for play and routine care
- help you move smoothly from one activity to the other
- have activities that match the skills and interests of your children
- help you manage different ages
- may be written out ahead of time
- may be a general plan, with some notes on a calendar to help you remember

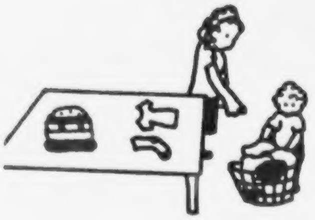
A BASIC ORDER FOR THE DAY IS IMPORTANT TO CHILDREN.

It is important for children to know the order of their day. ("After playtime, we'll go in to eat as usual".)

It's not as important for the child to know specific details. ("At 11:45 we go inside and we eat at 12:00.")

The child needs to know that though things may be done in different ways (playtime might be outside or inside; lunch might be a picnic or eaten at the kitchen table), they will happen in a regular order.





Learning

1. WHEN in the day is a good time for children to learn?

All times and anytime are good for learning:

during routines like diapering, dressing, bathing, feeding or napping, you can sing, tell stories or talk about things

at scheduled times have special activities like music, art, waterplay, games or stories

when unexpected things happen like snowflakes, butterflies, birthdays, visitors, sirens you can talk about them

while household tasks are being done let the children help you hang clothes, sweep, water plants or cook

AFTER-SCHOOLERS

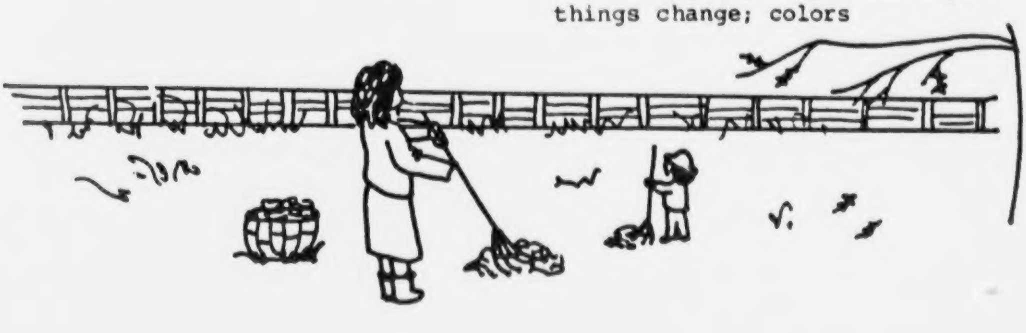
After-school kids have been told what to do all day long. Don't make them responsible for new tasks the minute they walk in the door. Give them a chance to be outside or do things where they can set their own pace.

Give them choices. Perhaps a hobby like model building or stamp collecting could give them a project to come home to each day. Or they could do something for the little ones (like oiling the trike wheels) to make them feel important and a part of what's going on.

2. WHAT can children learn from household tasks?

Here are some tasks your children can learn from. You, of course, should always be a partner in this learning and doing. These activities also help children develop a feeling of "belonging" and a sense of responsibility.

DOING	LEARNING
sorting laundry	how things feel; colors; matching; sorting by use
washing dishes	the fun of water; small muscle skills; sorting; breakable and unbreakable
making beds	folding; smoothing; textures; colors; bouncing; hiding
dusting	to see immediate results; things are made of many parts; names of furniture
vacuuming	care with wires; on and off; push and pull; magic
picking up and putting away	order; places to find things; self-care; cooperation; names of things and places
setting the table	use of objects; sizes; shapes; numbers; how many; order
planting	living and dead; seeds; growth; patience; measuring; feel of dirt
raking	to see immediate results; how to act in a group or partnership; things change; colors



3. WHY do they need so many things to do?

Children learn best by taking part in "real life experiences." The activities you and the children do all day are just that. Even the littlest one can learn from watching and hearing the talk, or handling the things the older ones are involved with.

Children learn in stages. Start with easy, one-step tasks. Praise them for the one step they've done or for trying.

Children learn by making choices. They need to have some chances to fail as well as to succeed.

Children learn by asking questions and getting simple answers from adults. Encourage questions and be patient.

Children learn through play.

Children learn by doing things themselves.

Children learn by choosing what to do.

Children learn by sometimes risking failure.

Children learn by discovering things for themselves.

Children learn best from real things.

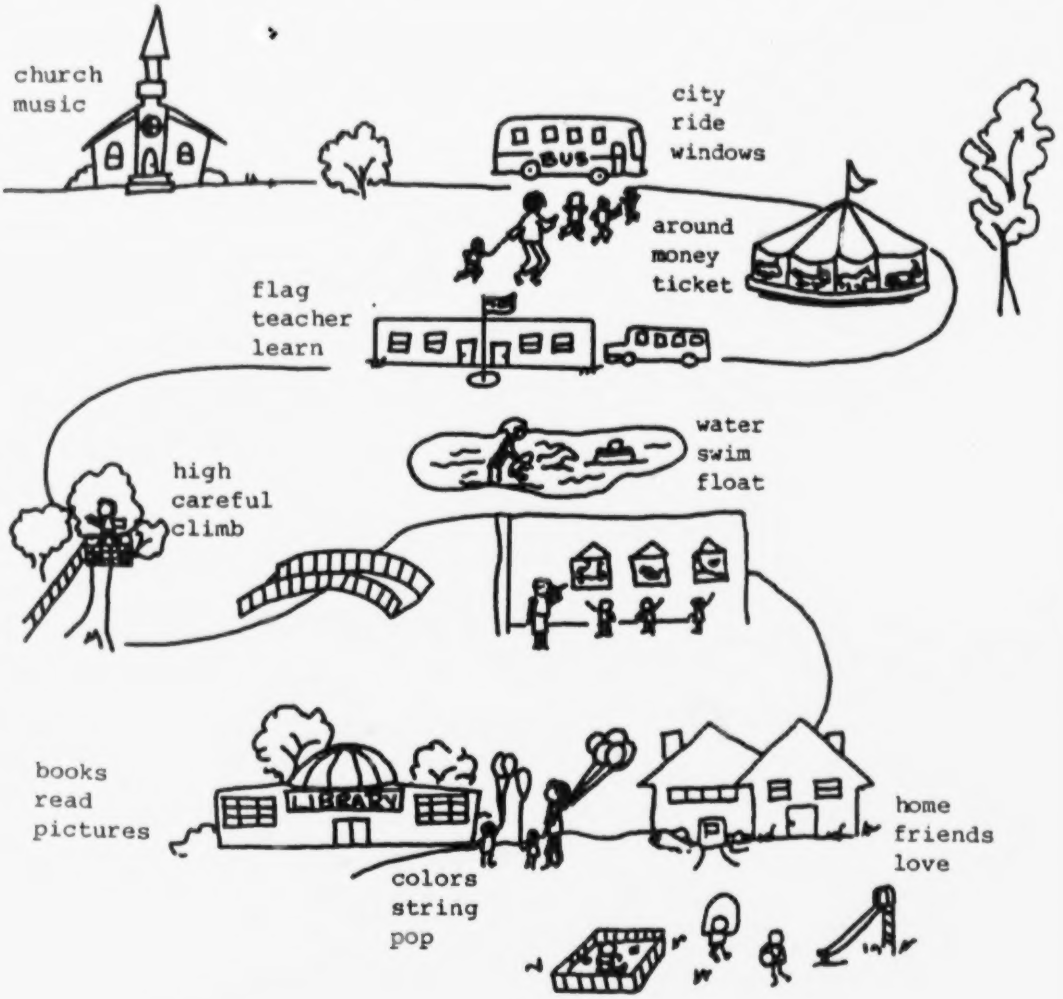
Children learn best by repeating some things they enjoy.

4. WHERE can we go to learn?

Field trips help children see real things. Many neighborhood places make good field trips. Give some thought to why you are going and what will interest the children. They can learn so much as you talk about what you are doing.

Going to buy something at the store or to the post office to mail a letter is a field trip. So is a walk across the park to the duck pond.

Be sure to tell parents where and when you will be going. You may even want to get written permission. Make sure you watch the children very carefully everywhere you go.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pictures
LIBRARY
home
friends
love
colors
string
pop

Tricks of the trade

No matter how well you've planned, there are going to be some days when nothing goes right. Often such times can be made better with just a little change - a slightly different direction. Keep a few tricks like these on hand to help you find that change of direction.

Do something to make everybody work and laugh together. One mother made a big loop of pajama elastic. The whole gang could hold it together, climb in and over and twist around. Even the babies held on and tugged.

Balance quiet, calm activities with loud, noisy ones. All of you lie on your backs and watch the clouds after a fast and furious game of catch.

Plan ahead for transition times. Songs, story records, finger plays, or books all make times when you are changing activities go a little smoother. Have them ready so children don't have to wait or become confused about what comes next.

Plan some activities in which you're very involved and some when you can just be there to watch. Rest after serving snacks, sit still and be the base in a hide-and-seek game.

Just take the kids out. Everything will be there when you get back. Drop everything. All of you go to the hall and parade up and down; run around the outside of the house twice; do anything for a breather. Go back and it will be better for all of you.

2

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SOME GAMES FOR YOU AND YOUR BABY

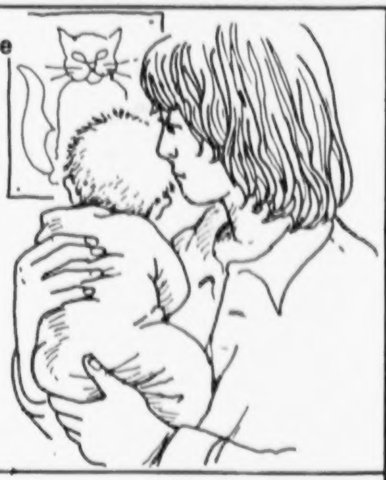
More new things will be learned by your child this first year than in any other twelve months of life. You will see the change . . .

from helpless arm movements → to seeing, reaching and picking up
from gurgling, mewing sounds → to repeating sounds and several simple words
from eyes focused on near objects only → to vision that is about like an adult's
from responding to what happens → to making interesting things happen
from knowing about only what can be seen → to beginning to understand that things out-of-sight are still there
from making frog-like kicks → to pulling up and beginning walking

This page shows some games that will give you a chance to help your baby in this important first year of learning. The time you give now *is an investment in your child's future.*

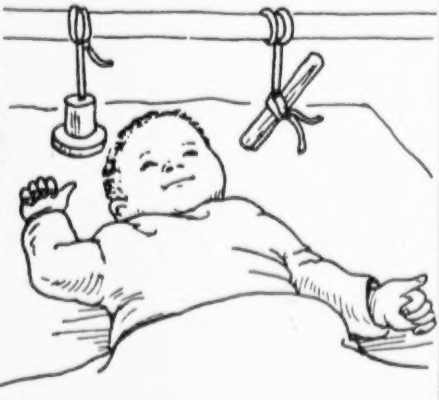
IN THE FIRST PART OF THE YEAR:

Moving Him to See



Give your infant new things to look at. Take him from room to room. Hold him so that he doesn't have to look very far to see things.

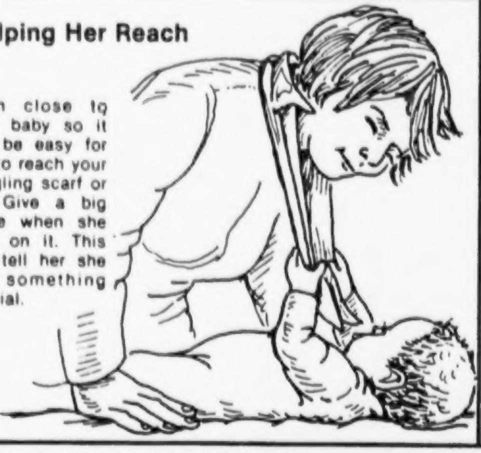
Hang some interesting things to see over the crib. Move or change one of these things each week so your baby won't get bored with them.



Changing a Mobile

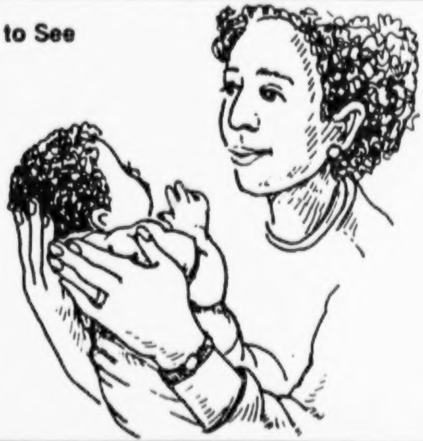
AFTER A FEW MONTHS:

Helping Her Reach



Lean close to your baby so it will be easy for her to reach your dangling scarf or tie. Give a big smile when she tugs on it. This will tell her she did something special.

Talking for Him to See



Hold your infant close so he can see your lips as you talk to him. Wait, and listen to see if he "says" anything. Sometimes say back some of his baby sounds.

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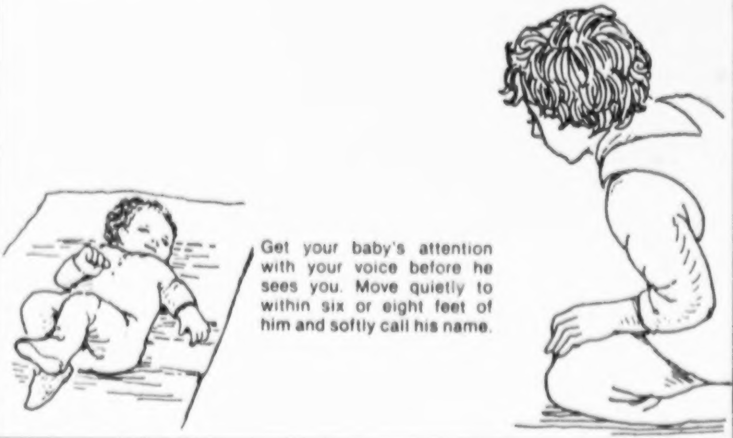
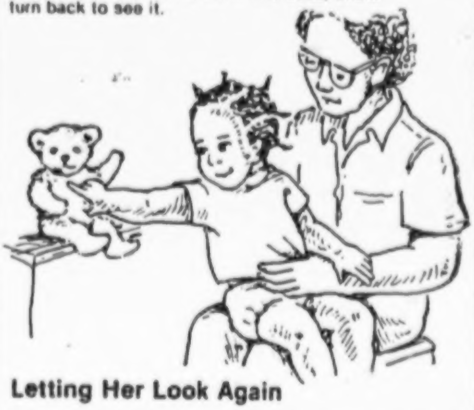
Giving Voice Cues



Get your baby's attention with your voice before he sees you. Move quietly to within six or eight feet of him and softly call his name.

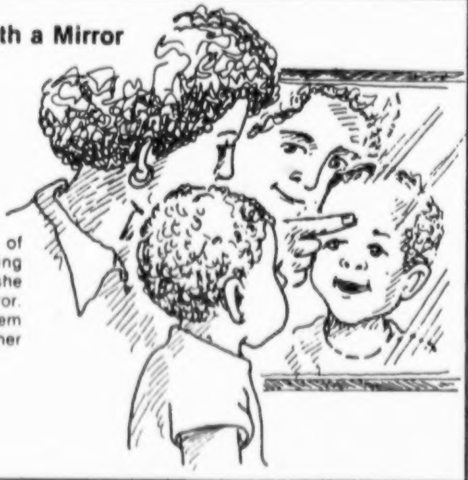
Turn your child away from her toy and see if she remembers it's there. If she does, she'll turn back to see it.



Letting Her Look Again

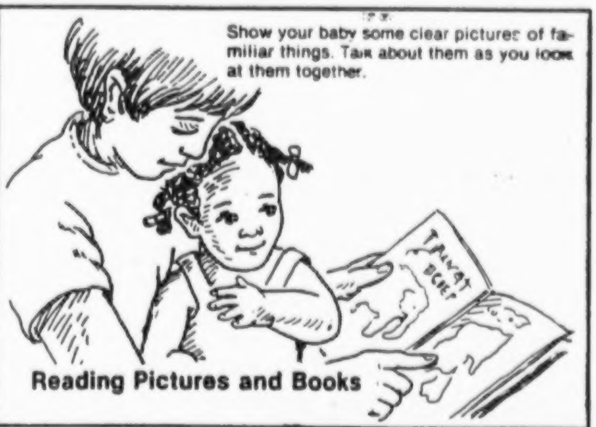
IN THE LAST PART OF THE YEAR:

Naming with a Mirror



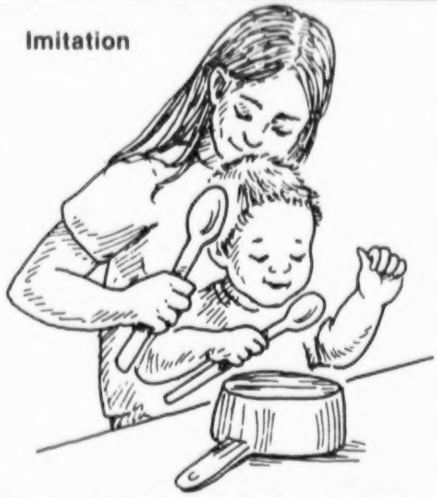
Name some parts of the face, touching your baby while she looks in the mirror. Can she touch them on your face or on her own?

Show your baby some clear pictures of familiar things. Talk about them as you look at them together.



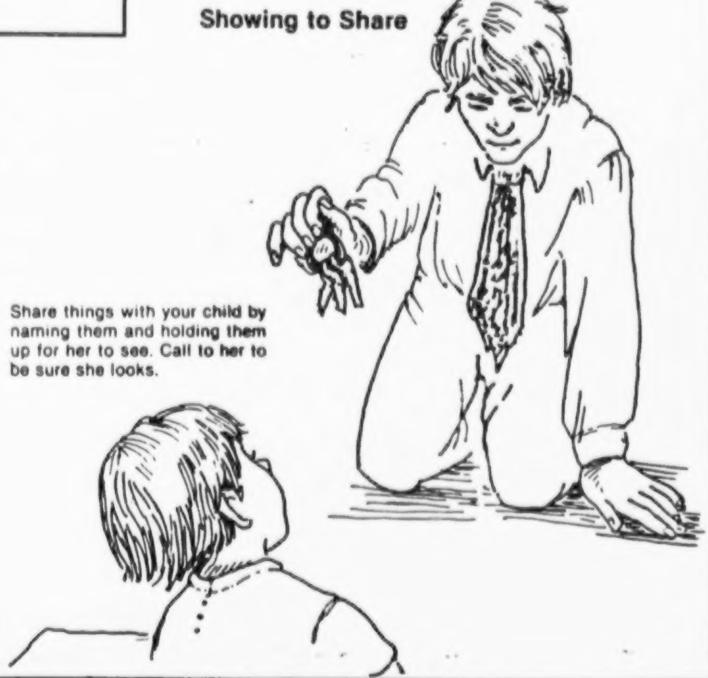
Reading Pictures and Books

Imitation



Help your child learn to imitate by giving him some simple actions to copy. (Examples: clap, or tap with a stick, or wave good-bye.) Also, let him see you copy him.

Showing to Share



Share things with your child by naming them and holding them up for her to see. Call to her to be sure she looks.

SOME GAMES FOR YOU AND YOUR TODDLER

The one-year-old finds that walking means he doesn't have to wait for things to happen but can go out and find new people, voices and things for himself. His interests expand . . .

from accepting food → to beginning to eat independently with fingers and spoon

from being dressed by someone else → to trying to take off shoes, socks, and coat

from moving on a flat floor → to climbing stairs, chairs; fitting himself in boxes and closets

from saying a few "baby" words → to talking, using a total of about fifty words with a lot of gestures and showing

from handling toys whole → to taking things apart and often putting them back again

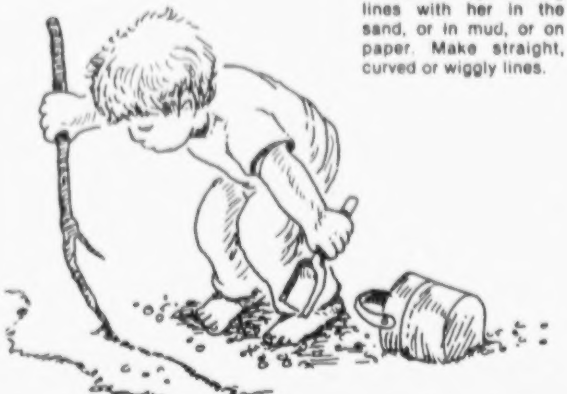
from being a part of mama → to seeing himself as a person; knowing his name and photo

The toddler goes about his or her own business without too much concern for its effect on other people. With the games on this page you can help your child explore and learn — but within the boundaries of the family's needs. You're investing in the future when you give your young child your time and attention **now.**

START EARLY IN THE YEAR:

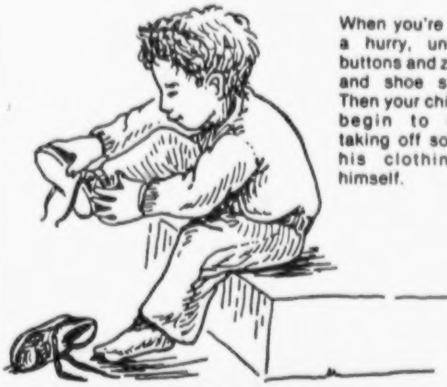
Making Lines

Help your toddler notice differences by drawing lines with her in the sand, or in mud, or on paper. Make straight, curved or wiggly lines.



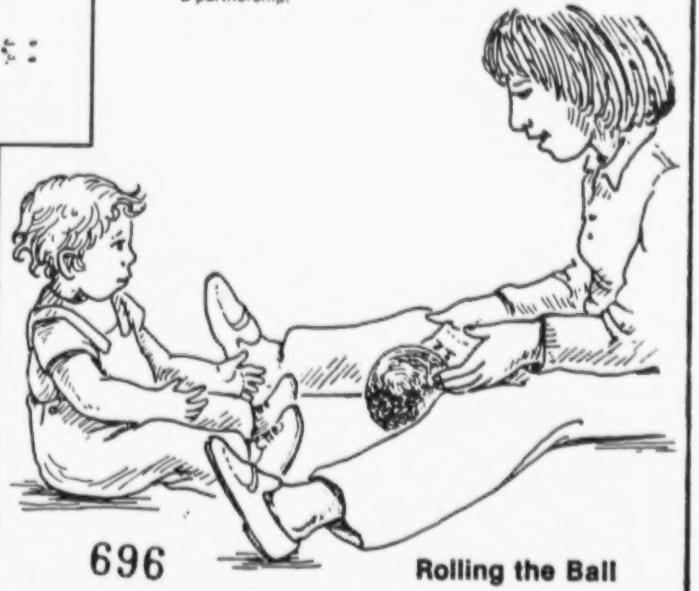
Making Undressing Easy

When you're not in a hurry, unfasten buttons and zippers and shoe strings. Then your child can begin to enjoy taking off some of his clothing by himself.



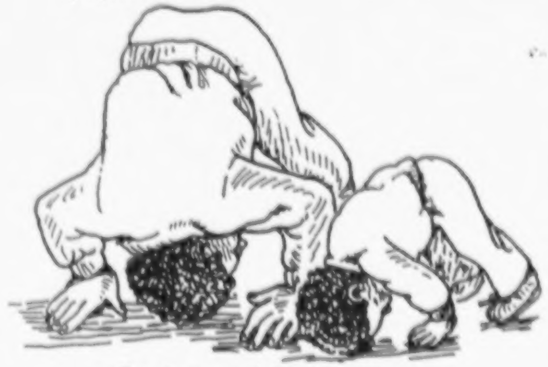
Rolling the Ball

Roll the ball gently to your child and encourage her to roll it back. She will begin to learn the give-and-take of a partnership.

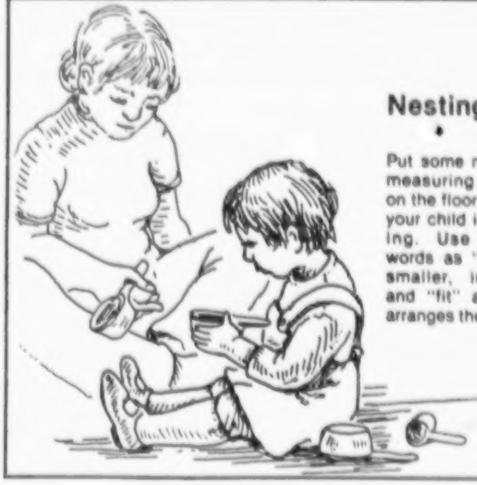


START IN THE MIDDLE OF THE YEAR:

Join your child as he playfully tumbles around. Enjoy yourself as you give him words for his actions: "jump. . . roll. . . climb."



Saying and Doing Words

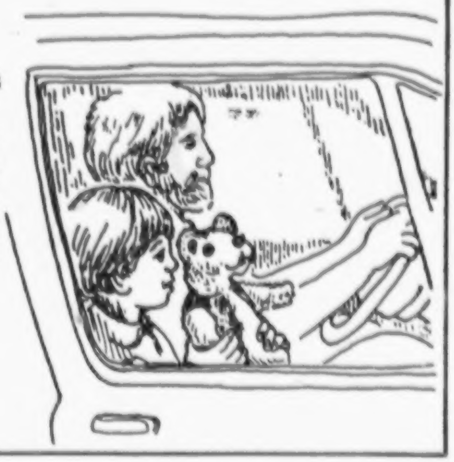


Nesting

Put some nesting measuring cups on the floor where your child is playing. Use such words as "larger, smaller, inside" and "fit" as she arranges the cups.

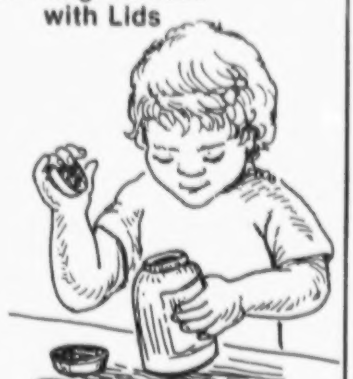
Teaching Words

Tell your child what he's doing. "You're showing Mr. Bear the other cars." Tell him how you feel. "I'm glad you're riding with me." You'll be helping him learn about words.

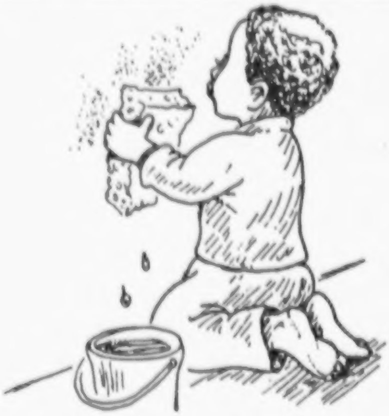


START LATER IN THE YEAR:

Making Choices with Lids



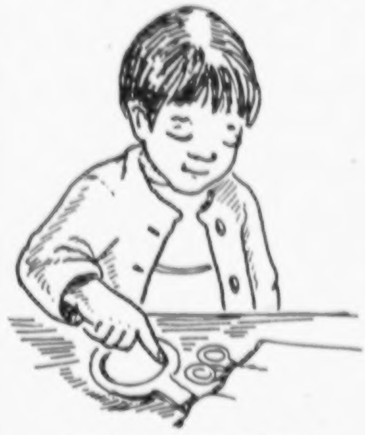
When you see your child beginning to use her wrist well, give her a plastic jar with lids of several sizes. Let her choose as she wishes and try screwing them on and off.



Letting Him Paint with Water

To help your child direct his own play, give him a sponge and a little water in a bucket. Put him in a good damage-proof place and let him find some things to "paint."

Showing One Part



Help her to notice parts of things. Hide two of your child's favorite toys under a cloth. Let just a part of each show and ask her to find the one you name.

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SOME GAMES FOR YOU AND YOUR CHILD

By now, your child has gained a lot of words, information and feelings. During this year he or she will be trying to sort, organize, and use all this information. Your understanding and guidance will help as your child moves . . .

from trying to use a spoon or put on a shoe	→	**to self-feeding, self-dressing and undressing**
from seeing an object as a single thing	→	**to seeing how it's related to other objects, by color, size, shape or use**
from some awareness of his own feelings	→	**to recognizing and sometimes relating to feelings in others**
from using a few basic two-word sentences	→	**to having enough words to make simple sentences about what she's doing, feeling, has done or wants to do**
from usually having to see to believe	→	**to pretending, imagining or understanding through stories or pictures**

When you see or hear your child trying to express an idea or work out a problem, you may be able to help by using games such as the ones on this page. The most important things a parent can give are love and time. The time you spend with learningames is an investment in your child's future.

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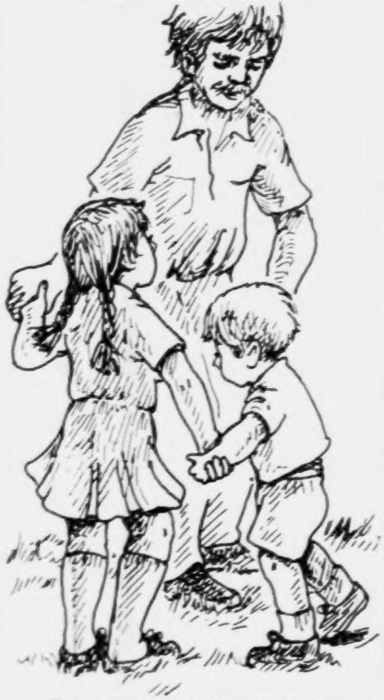
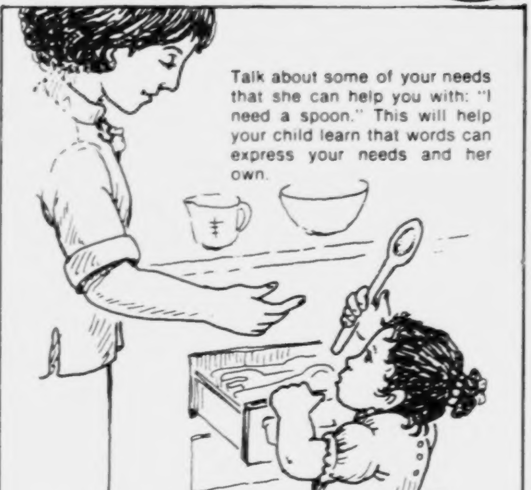
START EARLY IN THE YEAR:

Family Circle Games

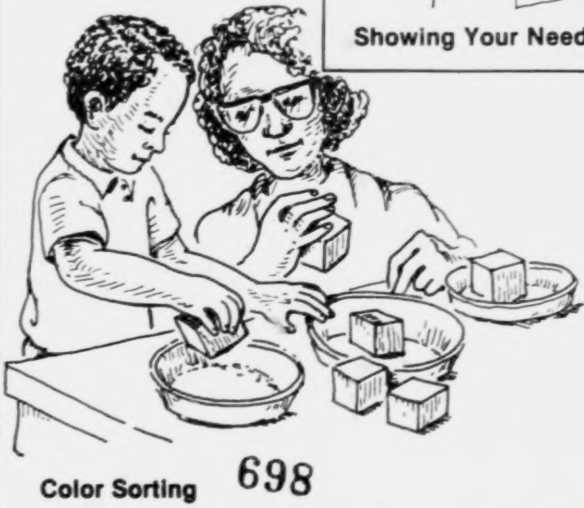


Plan some special times when the whole family can play together. This will help your young child feel she has an important place in her world.



Talk about some of your needs that she can help you with: "I need a spoon." This will help your child learn that words can express your needs and her own.

Showing Your Needs



Give your little friend a set of things that are all alike but of different colors (maybe some blocks or some picnic spoons). Talk about the colors as he plays. Encourage him to group them by color, but let him do it his own way.

Color Sorting

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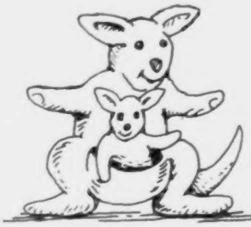
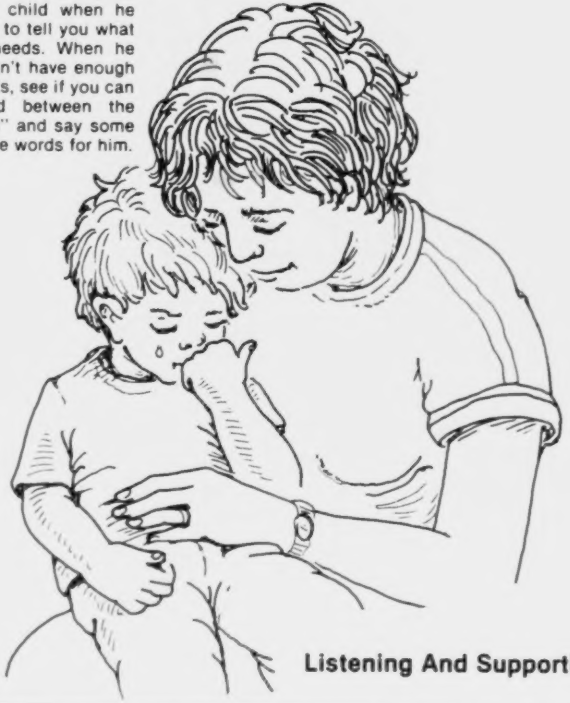
START IN THE MIDDLE PART OF THE YEAR:

Use words that tell your child about the position of things. Play a game where he goes *in, out, under,* and *on.* Also, play where he puts things *on, beside,* or *in front of.*



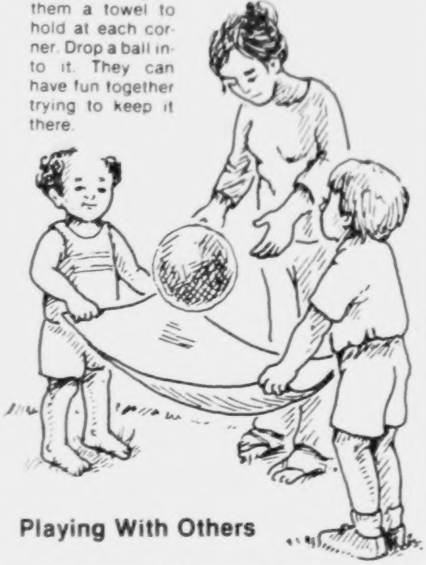
In, Out, And Around

Listen carefully to your child when he tries to tell you what he needs. When he doesn't have enough words, see if you can "read between the lines" and say some of the words for him.



Listening And Supporting

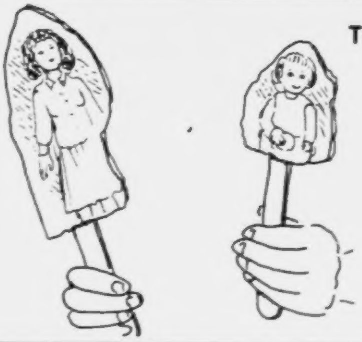
To help your toddler and her friend begin to cooperate, give them a towel to hold at each corner. Drop a ball into it. They can have fun together trying to keep it there.



Playing With Others

START LATER IN THE YEAR:

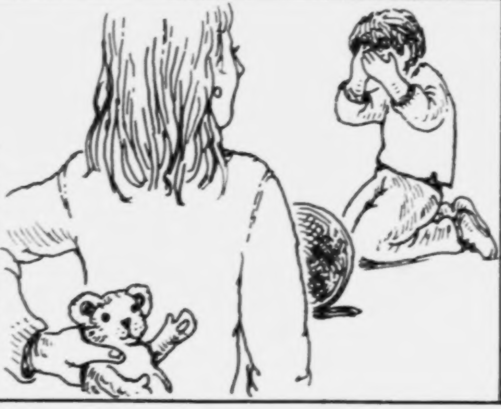
Telling Family Stories



Make popsicle stick puppets like family members. Let your child move them about as you tell her stories about her family's activities.

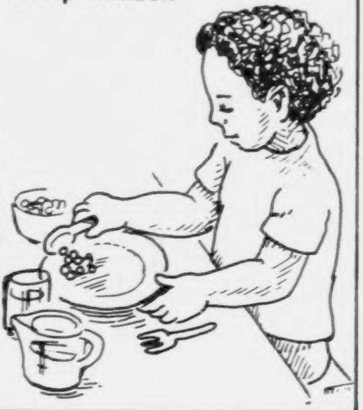
What's Gone

When you're putting toys away show her two toys she knows well. Name them. Then hide one behind your back while she closes her eyes. See if she can remember what was there.



Helping Him Help Himself

When it's convenient, use small serving bowls. Also, put just a little milk in a small pitcher. When you do this, he can begin to take more care of himself by serving his own lunch plate.



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FILE

- When you take care of children you always need new ideas for things to do. In this envelope are materials with some suggestions.

- This is just a starter set. Maybe you already have a bunch of activities you've cut out of magazines. You can tuck them in.

- As you collect new things and the envelope gets full, pull some things out and start a notebook or folder. You can punch holes in the pages and put them in. As you add ideas, you can start a section for different kinds of activities - outdoor ideas, art, dress-up, puppet patterns.

- Change the ideas to fit your own situation. Write notes on them to remind you of what worked best or of ways you changed them.

- Nobody can ever have too many ideas for "what to do." Share and trade with other caregivers to keep your collection fresh.

DON'T FORGET TO SAVE

Art Supplies
- scraps of wrapping paper
- magazine pictures
- newspapers
- shirt cardboards
- yarn, string
- ribbons
- fabric scraps
- rice, beans

Containers
- shoe boxes
- egg cartons
- oatmeal cartons
- butter tubs
- papertowel tubes
- bags
- milk cartons
- plastic bottles
- coffee cans
- tissue boxes

Odds and Ends
- clothespins
- keys
- jar lids
- spools
- corks
- hair curlers
- macaroni
- beads
- buttons
- popsicle sticks
- cards
- plastic cookie cutters
- measuring cups and spoons
- plastic dishes
- pie tins

adapted from materials by Dorothy Pinsky, Iowa State University.

TOYS FROM THROWAWAYS

Many things we might throw away every day can be used as toys in a daycare home.

Have you ever used:

mismatched plastic bowls and tumblers	for	nesting toys
milk bottle tops	for	game counters, play coins
small soap chips and bars	for	floats, smelling games, bubble and water play
plastic lids	for	key chains, bracelets
string and yarn	for	sewing games, collages
cotton socks	for	bean bags, puppets, lacing shoes
beans and seeds	for	growing experiments, bean bags, collages
unmatched gloves and mittens	for	puppets, dress-up
scarves	for	dancing
make-up	for	circus play
cardboard rolls	for	telescopes, talking tubes
playing cards	for	counting games
milk cartons and plastic jugs	for	blocks, rattle toys, sand scoops

DRESS-UP CLOTHES

Children dress up to see how it feels to be a different person. Help them to try on lots of different personalities by keeping dress-up clothes handy. Collect things that are washable and things they don't have to be careful with.

Keep dress-ups sorted in a large box or on hooks where the children can reach. Check them often for loose buttons, snaps or hooks. Be sure hats and other clothes are kept clean so no germs will be spread. Try putting up an unbreakable mirror so the children can watch themselves as they dress and play.

For toddlers you need:

- hats
- big shoes
- big necklaces
- slide on bracelets
- pocketbooks

For 3's to 5's, add:

- half slips for dresses
- adult shirts and blouses
- scarves
- work boots
- special hats (firemen, painter, sailor)

For school-agers, add:

- "like real" clothes for unusual people (pirates, superheros, spacemen)
- things to go with the clothes (swords, eyepatches, helmets, etc.)
- material for making "real costumes"
- masks

Planning an activity schedule

In order to have things run smoothly, you need to plan a schedule for your day care children. Be sure to make time each day for different kinds of play as well as for the routines of care. Having a daily schedule will help you plan ahead and get things ready for the next activity.

Here are questions to ask yourself as you make up a schedule:

* When will I serve meals and snacks?

* When will the different children be napping?

* When will I get out special activities for the babies, preschoolers and school-aged children?

* When will I spend time alone with one or two children?

* When will the children play outside?

* When will I read a story, have art materials out, have music?

* What do I need to get ready ahead of time so I am free to be with the children?

After you have a daily schedule planned, you might want to plan some activities ahead for the week. Planning gives you time to get what you need ready.

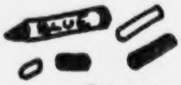
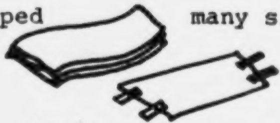
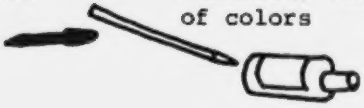
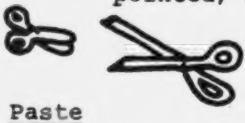
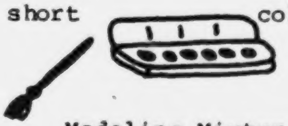
Here are questions to ask yourself as you plan ahead:

* When can I take the children on a trip to the library or park?

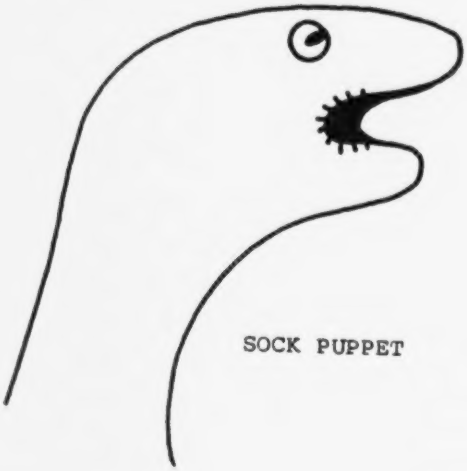
* When can we have messy art activities that need lots of clean up like fingerpainting?

* Do I need to get permission or help from the parents?

CREATIVE MATERIALS

	Under 3 years	3 years and older
Crayons 	bright colors; fat; short pieces; unwrapped	wide range of colors; sorted; fat and thin
Paper 	large pieces; grocery bags; taped down; strong	many sizes, colors, textures
Magic markers 	washable; large tips, many colors	washable; various size tips, range of colors
Scissors 	child-size; blunt points; rules for use (let them practice; be aware of frustration and help them)	various sizes; sharp; can be pointed; rules for use
Paste 	library paste in wide-mouthed containers, use with fingers	white glue, library paste; dispenser bottles; brushes
Paint 	finger paint; tempera with large brushes only; cut handles short for easy use	finger paint; tempera paint; water colors; large and small brushes
Modeling Mixtures 	play dough; food colored flour mixtures	play dough; clay; non-toxic commercial mixtures

PUPPETS

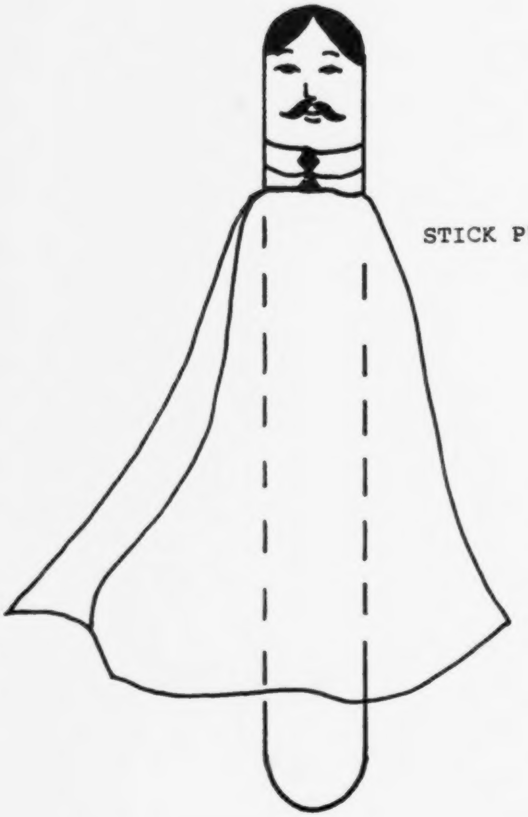


SOCK PUPPET

1. Pull a sock over your hand and push in the toe to form a mouth.

2. Put a few stitches here, through both sides to help the "mouth" hold its shape.

3. Add buttons for eyes and any other additions you choose. Sew on securely and check often so children can't pull these off.



STICK PUPPET

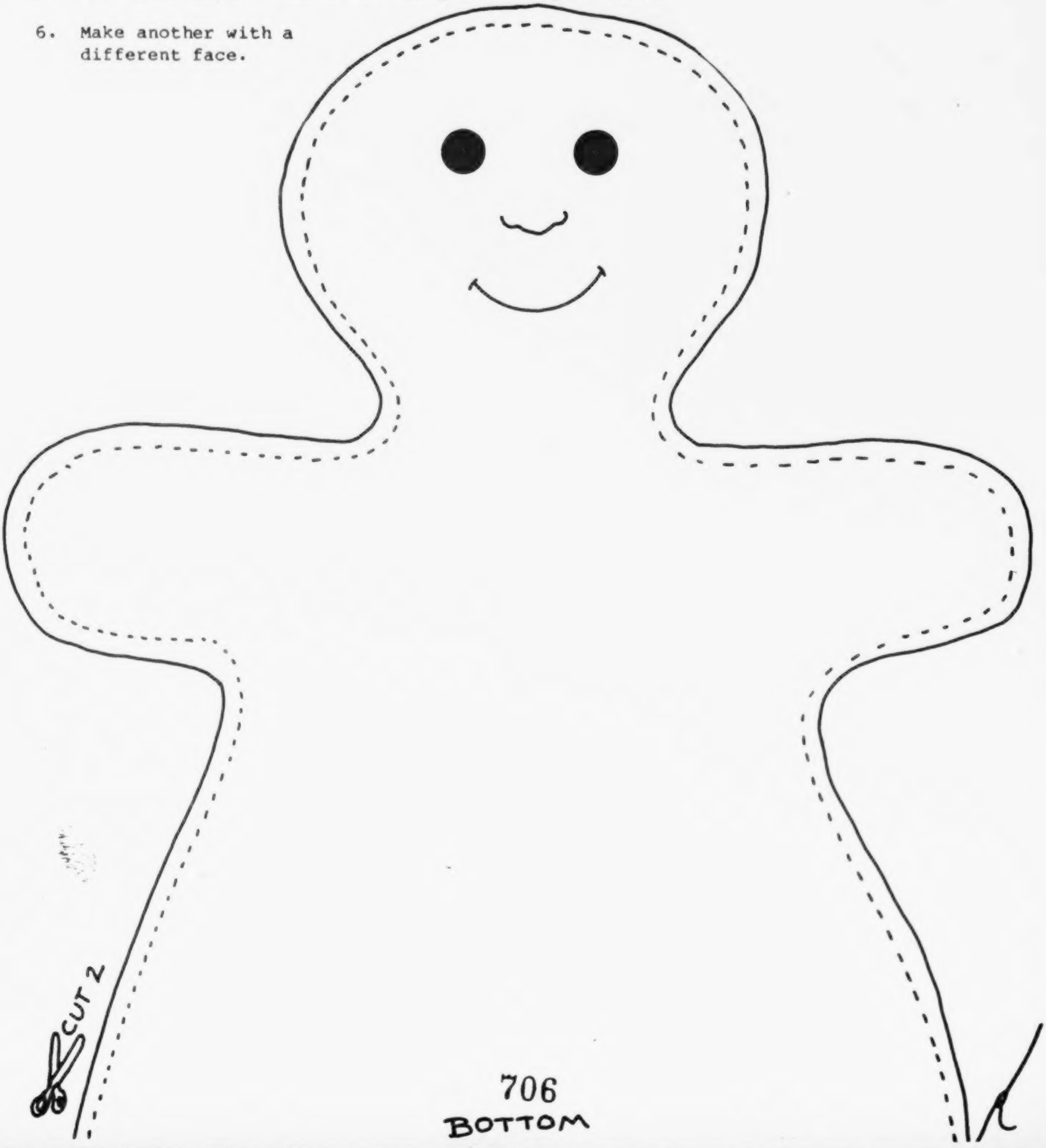
1. Draw a face on the top of a popsicle stick.

2. Push the stick through the middle of a tissue.

3. Hold the stick under the tissue and make your puppet dance.

PATTERN PUPPET

1. Trace this pattern onto another piece of paper.
2. Cut two (2) pieces of material from this pattern.
3. Sew a face onto the outside of one (1) piece.
4. Put the outsides together and sew all around the edges (dotted lines). Do not sew the bottom.
5. Turn your puppet inside out and put it on your hand.
6. Make another with a different face.



COMMUNITY PLACES	WHAT THEY HAVE

Be sure to call first to see what they have. Then plan a field trip to pick up these items.

Appliance shop	large packing cases for playhouses
Building contractor	Scrap materials: wire, tile, boards, wood for building blocks
Cleaner	wire hangers, shirt cardboard
Fabric shop	small pieces of fabric, ribbon & tape, loose buttons, zippers
Gas station	tires for swings, steering wheels for play car, large tires for sandboxes
Grocery store	boxes all sizes, styrofoam trays, wooden crates, vegetable trimmings for pet food
Ice cream store	picture posters, sturdy containers for storage, personal lockers
Junk yard	endless number of special treasures such as clocks, old radios that can be taken apart
Leather shop	leather scraps
Local factory	wire, styrofoam, foam rubber pads, spools, cones
Lumber shop	wood scraps, sawdust, pieces of slate
Newspaper office	newsprint rolls, advertising booklets for pictures to cut out
Paint shop	sample color cards, paint buckets, stirrers, old paint brushes
Post office	newsprint scraps, posters
Plumber	used faucets for play sinks, rubber or plastic tubing, old fittings
Retail store	discarded seasonal decorations to use now or save for next year, boxes
Shoe store	boxes, odd shoes for dress-up
Surplus store	lots of odds 'n ends and rejects
Wallpaper shop	wallpaper sample books, non-toxic wallpaper paste

BEST COPY AVAILABLE

READING

Reading to a child from birth

- gives the child pleasure in being held and in hearing your voice; this leads to love and trust in you
- teaches the child that the answer to almost any question can be found in a book

Reading is better when

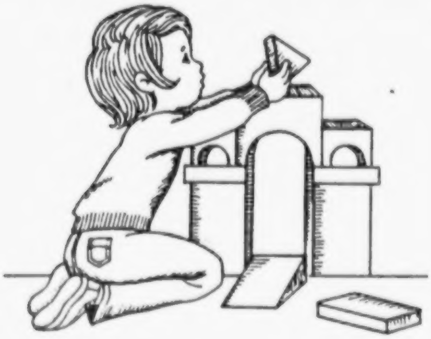
- some special time is set aside just for reading
- experiences with books are kept warm and happy
- the child is not forced to listen
- you simply read, not read to "teach"
- you are prepared to repeat old favorites as well as read new stories

Children also need books they can look at by themselves. Books with hard pages are good for children under 2 years old, until they can turn pages without tearing.

WHAT CHILDREN LIKE TO LISTEN TO

Before they're 1	anything you enjoy reading
	anything you enjoy singing
	large pictures of familiar objects, people or animals
	short nursery rhymes
When they're 1	stories about families of animals or people
	repeated lines or words
	sizes (big/little) and shapes
	classic nursery rhymes
	predictable actions and happy endings
	books that are easy to hold

2 to 3 years	short fairy tales
	songs to sing with circle games
	rhymes with finger play
	rhymes about letters, numbers and colors
	characters and actions which readers "judge" (he's nice; he's not nice)
at 3 years	short story records with turn-the-page books
	funny stories based on noises and sounds
	books they can "read" by themselves using the pictures
	animals or machines that act like people
	realistic stories about families, familiar things and situations
when they're 4	realistic stories or pretend stories about real things
	familiar things in ridiculous situations
	stories about children their own age
	comfortable, happy ending stories
	books that tell "why" and "how"
	fairy tales with "bad" but not scary characters
Just before school-age	"I can read" books
	"scary" stories with giants and monsters where good guys win
	riddles and jokes
	stories about children doing ordinary things in an adventurous way
	stories that can be "acted out"
	stories that share human feelings



Discovering A Child's World Of Toys

by Lois Bakawa-Evenson

Open your child's toy chest and what do you find? Is it filled with broken memories and discarded treasures? Is it filled with supplies for growing and learning?

The use of toys for learning through play begins at birth. Babies and toddlers need to interact with the environment. An infant is fascinated by color, shape, and movement. First through eyes and ears and then through hands, a baby acquires information. Each new encounter presents new facts and new impressions, building a storehouse of information.

MATCH THE TOY TO YOUR CHILD

A child learns best when he or she is ready for a new experience or toy. You can encourage learning by carefully matching play equipment and experiences to your child's interests and stage of development. A baby requires toys that feed all the senses. Select bright colors, interesting textures, things that move and respond to the child's movement. Don't forget to include music and sounds in the nursery. Spend time talking with and babbling with your baby.

As a child begins to use words, he or she needs to hear the labels for things he or she is manipulating and experiencing. Before a child can remember and use the things learned in play, he or she must learn the words that society uses. Language helps a child remember, store, and sort out experiences. Remember, you are the most important model for learning and using words. Take time to talk about toys and books with your child. A good plaything will encourage lots of conversation.

CHOOSING A TOY

The toy counter can be a bewildering place for any adult. Displays and pressure sales techniques can overwhelm even the experienced shopper. When selecting toys, keep in mind your child's special needs.

Sensory

Toys for the young children should appeal to the senses. Select equipment that encourages sensory involvement. Look for bright colors, interesting textures, shapes, and sizes. A good piece of play equipment will invite hard use and stand up under it.

Motor

Young children are learning through their bodies and developing their bodies through learning. Select equipment that encourages the use of all muscles, large and small. Provide a variety of action toys for building, pushing, and pulling. Select some equipment that calls for using small muscles, such as puzzles, crayons, and scissors. The actions required should not be too easy. A child needs the satisfaction of seeing skills grow.

Intellectual

A toy's greatest challenge can be problem solving. The problem should be just close enough to something familiar to catch your child's attention but require some careful thought. Toys that move in different ways or fit together in a special sequence are all good problems for the preschooler.

Remember too that your child is learning about size and shape, so select equipment that provides a variety. Children are beginning to order their world by sorting and classifying, so be sure to include colors, sizes, shapes, and textures they can sort in different ways.

Social

Play experiences begin social contacts. When you provide a setting for interaction between children and equipment that eases such contact, you can help your child grow to enjoy working with others. A sand box filled with buckets and shovels can provide a setting for comfortable contacts. As a child becomes sure of his or her own possessions, he or she can start to share a few. Remember a young child is usually not ready to share things easily until after having many experiences of "his or her turn, too."

Lois Bakowa-Evenson is extension specialist in human development and family life.

File 3-4

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MATCHING TOYS TO YOUR CHILD

CHILD'S AGE	WHAT THE CHILD IS INTERESTED IN	TOYS THAT CAN ENCOURAGE GROWING AND BE FUN TOO	THINGS FOR PARENTS TO DO
0-18 months	Using hands and mouth	Rattles, squeak toys, cuddly toys, bright pictures	Play with your baby—make faces and noises
	Exploring "the world"	Crib exercisers, push toys, take-apart toys, mobiles, non-breakable mirror, rings, nesting toys, bells, books with pictures and rhymes	Play pat-a-cake and peek-a-boo Sing Hold and cuddle your baby Keep your baby safe
18 months-3 years	Moving around	Riding toys, toys to push and pull, balls and wagons	Play with your child—run, bounce, catch, tag
	Building	Blocks, sand, dirt, water	Take time for pretending
	Problem-solving	Puzzles, games, take-apart toys	Tell stories and listen to your child's stories
	Trying out adult roles	Dolls, dress-up clothes, puppets	Join in your child's play following his/her lead
	Creating	Paint, clay, playdough, crayons, chalk, musical instruments	Teach rules for safe play
	Learning new ideas	Books, records	
3-6 years	Moving around	Large things to climb on, sleds, wagons, riding toys	Spend time pretending
	Building	Farm and village play sets Small cars, trucks, blocks Trains Construction sets	Play games using simple rules Take time for talking and listening Read stories and tell stories Take long walks
	Trying out adult roles	Dress up clothes, puppets and stages, toy telephones, playhouses, props for playing store, doctor, mail carrier, or any other role	Climb, run, jump, skip with your child Set up basic rules for outdoor safety along with other rules for safe play
	Creating	Paint, clay, crayons, playdough, chalk, feathers, stones, shells, any assortment of scraps that have color and texture Paste, paper, cardboard	
	Problem-solving	Puzzles, games, toys to build with	
	Learning new ideas	Books, records, radios, picture collections	
6-9 years	Becoming more social	Simple board and card games, tops, kites, balls, marbles, jacks	Encourage your child to play with other children
	Trying out different career choices	Special props or tools such as simple cook books, career dolls, science kits, hobby and craft kits	Ask questions about what your child is doing and how things work
	Moving around with more skill	Bicycles, skates, scooter, pogo stick, sled, skis	Tell stories, jokes, and riddles Encourage your child to make up stories and poems
	Building imaginary worlds	Costumes, books, doll house, miniature people and vehicles, magic sets, things to collect	Teach basic rules of "fair play" and continued safety
	Learning and testing new ideas	Books, magnets, magnifying glasses, books about other cultures (especially about children)	

4 Something for children

A. HELP THE CHILD TO PLAN

YOU DO

- collect pictures from magazines or catalogues showing children doing things they can do at your house (dressing-up, building with blocks, coloring)

- at free-play time, show the child some pictures and talk about each of them

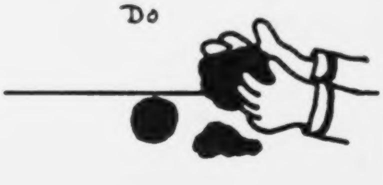
- let the child sort through the pictures and choose the one she wants to do

CHILD DOES

- gets the things for the game she chooses and takes them to her working place (you can make suggestions if they're needed)

- talks with you about her plans for play

- plays with the materials



4 Something for children

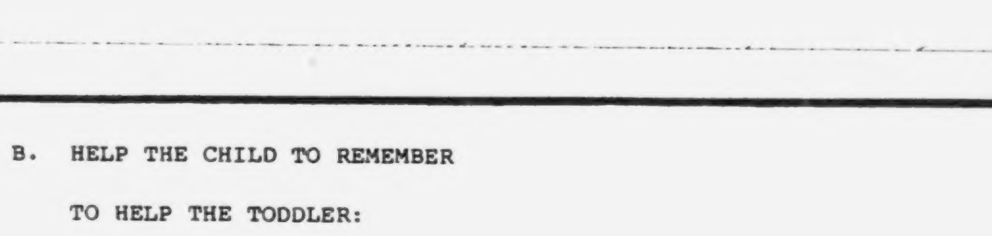
B. HELP THE CHILD TO REMEMBER

TO HELP THE TODDLER:

Later in the same day, show the child the picture she chose; talk about what she did or look at what she made; talk about remembering. (She won't recall if you just ask, "Do you remember what you did this morning?" She can only think about NOW until you help her).

TO HELP THE OLDER ONE:

Later, perhaps the NEXT DAY, show the picture and help the child talk about what she did; give some clues about what things she used; show her what she made. (She won't remember the details at first, but the pictures, words and objects will help her).



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5 Something for yourself

One of the things you need to be very good at is fitting together the schedules and activities of children of different ages.

Many times in the day two or three different things may be going on at once (a tiny baby napping, you preparing lunch and the toddlers playing). To help you think about how to arrange your time we have provided a simple exercise in planning.

Below are listed some typical activities that occur in a day care home. Each has been given a number. On the back of this card a sample daily schedule is blocked out.

Look at the blocks of time and write in the numbers of all those activities that might take place then. You can think about what is needed for each activity as you fit them together (quiet; your attention; materials; big space, etc.) You may not need to use all the numbers. But you will need to write down some numbers more than once.

1 older children go to school
2 greet children
3 baby naps
4 diaper baby
5 feed baby
6 toddlers play in sand box
7 serve snacks
8 put wash in machine
9 older children home from school
10 toddlers nap
11 fold clothes
12 wash before eating
13 pick up toys
14 greet children
15 toddlers play together with blocks
16 toliet the toddlers
17 read a story
18 rock the baby
19 plan and update records
20 serve lunch

THIS IS WHAT HAPPENS IN MY DAY CARE HOME.

Before 8:00

8:00-9:00

9:00-10:00

10:00-11:00

11:00-12:00

12:00-1:00

1:00-2:00

2:00-3:00

3:00-4:00

4:00-5:00

5:00-6:00

Evening

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6 Something for parents

Dear Parent:

So. . . what's new in your home?

Do you know that sharing events and ideas from your home can help me give your child better care? When you tell me about things that are happening in your home, then I can plan activities especially for your child.

If your child has a new pet, I can

- read books about animals
- take a field trip to the pet shop
- teach your child about nice ways to treat animals

If your child is going to the doctor, I can

- talk about why we go to the doctor
- read stories about children visiting the doctor's office
- have a doctor come to visit and let the child listen with his stethoscope

If your child gets a new pair of shoes, I can

- help the children match pairs
- work on Left and Right
- do sorting activities
- talk about colors

If your child's older brother or sister is sick, I can

- share important ways for your child to help out at home
- talk about good health and ways to take care of yourself
- talk about foods and exercises that help you stay healthy

If your family is planning a trip, I can

- talk about the place you will be going
- look in magazines to find pictures of vacation spots like yours
- teach your child quiet games and songs for the car ride

You see I really can use your help. Even though you can't be here with your child, by sharing ideas from your home and family you can still be a big part of your child's day.

Please let me know what's happening in your child's life by talking to me and by helping your child to tell me.

Sincerely,

____
Your caregiver

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7 When you want to know more

ABOUT PLANNING AN ACTIVITY PROGRAM

BOOKS

How to Choose Good Books for Kids
by Kate Hall McMullan
tells how to choose books for children
without spending a lot of time or money
Cost: about $4.00

Order from: Addison-Wesley Publishing Co.
2725 Sand Hill Road
Menlo Park, CA 94025

Learning Games for the First Three Years: A Guide to Parent/Child Play
by Joe Sparling and Isabelle Lewis
a paperback book with simple and fun
ways to help children learn
Cost: about $2.95

Order from: Berkley Books Mailing Service
P. O. Box 690
Rockville Centre, NY 11570

Kids and Play
by Joanne E. Oppenheim
hundreds of ideas for games, activities,
toys and equipment for children from
birth to 12 years
Cost: about $6.95

Ring A Ring O'Roses
by Flint Public Library
over 400 songs and fingerplays
for every occasion
Cost: about $2.95

The Scrapbook
by Friends of Perry Nursery School
gives lots of ideas for preschool
activities
Cost: about $4.50

Teachables From Trashables
a step-by-step guide to make toys
for infants through school-agers
Cost: about $7.95

Order from: Toys 'N Things Press
906 North Dale Street
St. Paul, MN 55103

Learning for Little Kids - Parent Sourcebook for Ages 3-8
by Sandy Jones
information, handy tips and learning ideas for ages 3-8
Cost: about $7.95

Ask at your local library for these and other books.

THINGS TO SEND FOR

"Consumer Information Catalogue" free
a catalogue of hundreds of booklets from the Federal Government; some booklets have ideas, games, etc.

Order from: Consumer Information Center
Department Z
Pueblo, CO 81009

"Beautiful Junk"
[Publication No. (OHDS) 78-31036]
lists free or cheap materials to use for children's activities
Cost: about $2.50

Order from: Superintendent of Documents 202-783-3238
U.S. Government Printing Office
Washington, D. C. 20402

"The Growing Years" free
early childhood and school catalog

Order from: Childcraft Education Corp. 800-631-5657
20 Kilmer Road free call
Edison, NJ 08818

"Resources for Child Caring Catalog" free
catalog of childcare books and materials

Order from: Toys 'N Things Press
906 North Dale Street
St. Paul, MN 55103

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ONE LAND:
MANY CULTURES

by Debby Cryer and Pat Trohanis

Family
Day Care

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Read this first

Dear Caregiver,

As children grow up, they will need to deal with people from other backgrounds. You can help kids learn to be at ease with all people if you don't forget:

All people are the same in many ways but different in some ways.

People feel best when they are understood by others.

Understanding others begins with understanding yourself.

You can do many things to help a child learn to respect and enjoy people who are different.

The materials in this folder all try to help you teach children to deal with many people.

1 gets you started with ideas for looking at yourself, the children in your care, their families and others
2 lists many books you can use with children
3 is a letter, telling you about new people in the United States
4 helps you remember how children learn to be who they are
5 has two activities to do with children
6 reminds you and the children about special days
7 is for you to read and then ask parents to share information about their families
8 will help you do more in teaching the children about different people

We know this packet only gives you a small start in teaching children to live in a world of differences. It is up to you to find out more.

Sincerely,

Debby Cryer Pascal Trohanis

1

One Land: Many Cultures

Why teach kids about others?

Americans are made up of many different cultures. We are Black, White, Asian, Spanish-speaking, and Native Americans, as well as many others. All of the main groups are made of smaller groups - each with its own way of life.

When kids are little, the communities where they live and the people who care for them are often much like their own families. But as these children grow up, go to school and get jobs, they are sure to meet many people who are less like themselves. The best way to make sure kids grow up being able to get along with every body is to help them learn about others when they are young. It is up to you, as a good caregiver, to give children the experiences that will help them learn.

Toys and activities which show many cultures are important to your day care home even if all the kids you care for are of one background. To have pride and respect for your own background is the beginning for liking others. But you also need to know about others to feel comfortable with them.

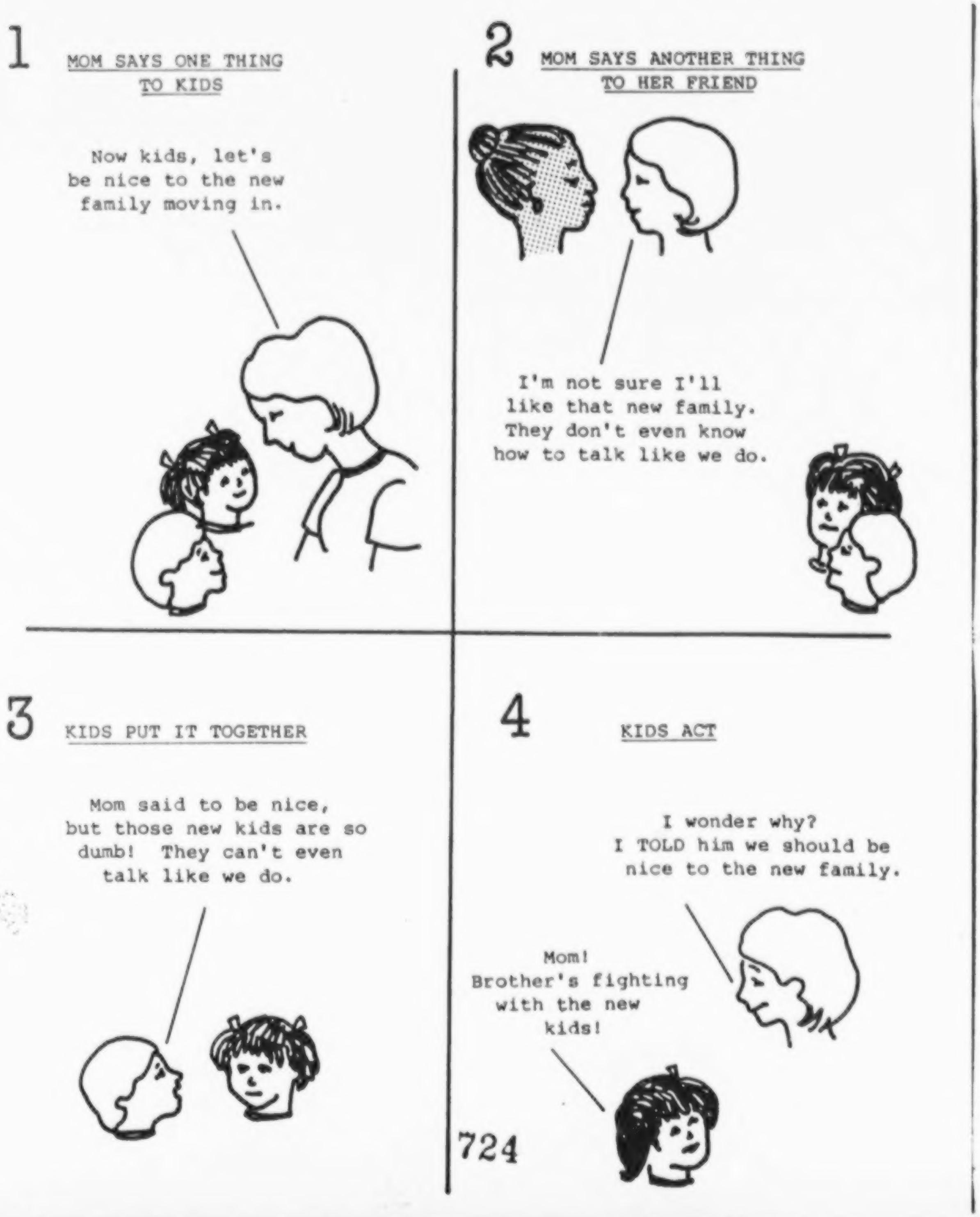
Adults set an example

Children learn how to act with others by watching you and their parents. If you show you don't like people because they are different, then the kids will do the same. So, in trying to teach a child to get along well in a country of many different people, you need to be a good example.

Ask yourself a few questions to see what you're telling kids as they watch and listen to what you say.

1. Am I at ease with people who do not look, talk, act or dress as I do?
2. Can I enjoy new people even if they don't live as I do?
3. Do I find nice things to say about most people?
4. Am I willing to try new foods, songs and customs that are part of another culture?
5. Do I see that under their differences all people have the same needs for respect and understanding?
6. Can I keep my own values, while understanding those of others?

If all your answers are "Yes", then you are probably showing kids how to get along with others. Remember, children learn more from what you do, than from what you tell them to do.


1
MOM SAYS ONE THING TO KIDS
Now kids, let's be nice to the new family moving in.
2
MOM SAYS ANOTHER THING TO HER FRIEND
I'm not sure I'll like that new family. They don't even know how to talk like we do.
3
KIDS PUT IT TOGETHER
Mom said to be nice, but those new kids are so dumb! They can't even talk like we do.
4
KIDS ACT
I wonder why? I TOLD him we should be nice to the new family.
Mom! Brother's fighting with the new kids!

Every family is special

Whether the children you care for are of similar or different backgrounds, they will enjoy sharing how they do things at home. You may be surprised at how differently people do some of the same things. For example, all the children you care for may celebrate the same holiday, but the special way each family does it may differ. Help children talk about what they do at home. Teach respect and enjoyment by putting some of their ways into your day. Parents are usually happy to help with this by telling you their favorite songs, foods, stories and how they celebrate holidays.

Make others a part of your home

As a child caregiver, you are a teacher who can plan experiences which will help children learn to deal well with different people. Young children learn best from activities they do every day, which fit in with what they already know. The younger they are, the more real experience they need. So, it makes sense to help them learn about other cultures by making these cultures a part of your regular routines. Use books, dolls, puppets, foods, music, TV or field trips to help make others a part of your home.

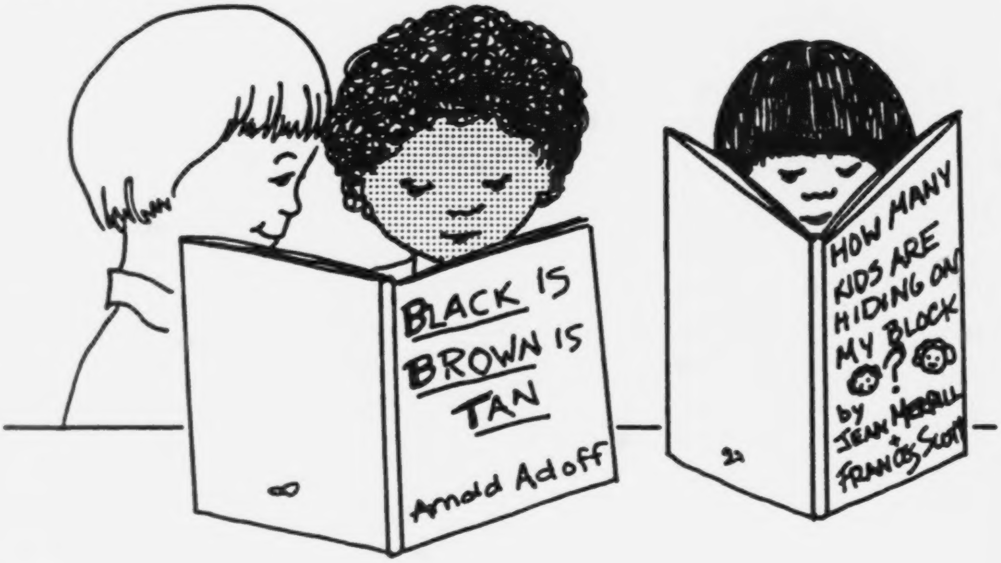
Teach children about themselves - make their culture a part of your home.

Teach children about others - include other cultures in your home, too.

For help with finding ideas, see "When You Want to Know More" about One Land: Many Cultures (#8).

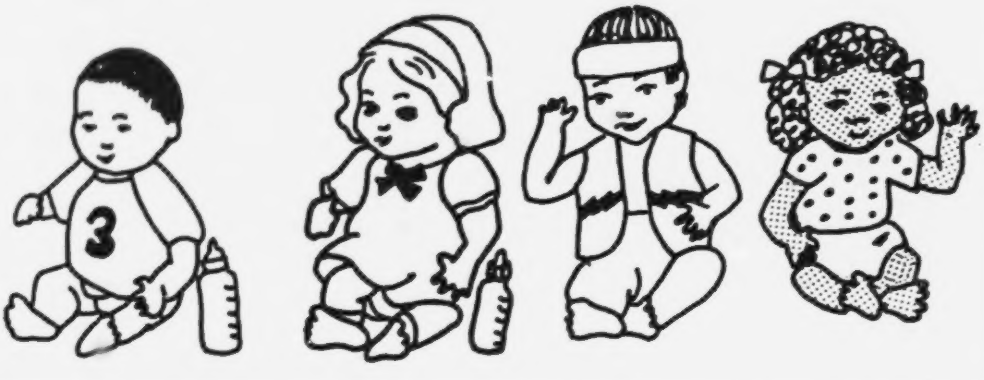
Books

Choose books that are about people the children know and understand. Also choose some that are about people you want them to meet and like.


BLACK IS
BROWN IS
TAN
Arnold Adoff
HOW MANY
KIDS ARE
HIDING ON
MY BLOCK
?
by
JEAN MERRILL
+
FRANCES SCOTT

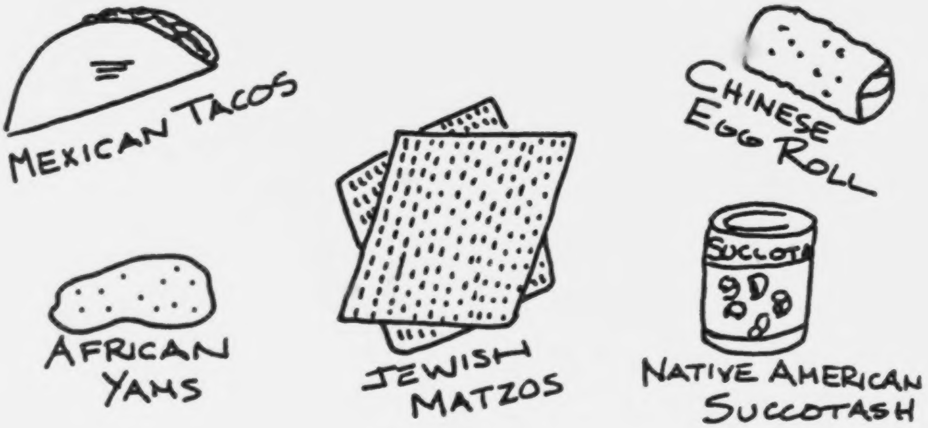
Dolls, puppets

Choose dolls and puppets of different cultures - especially ones that are like kids in your care.



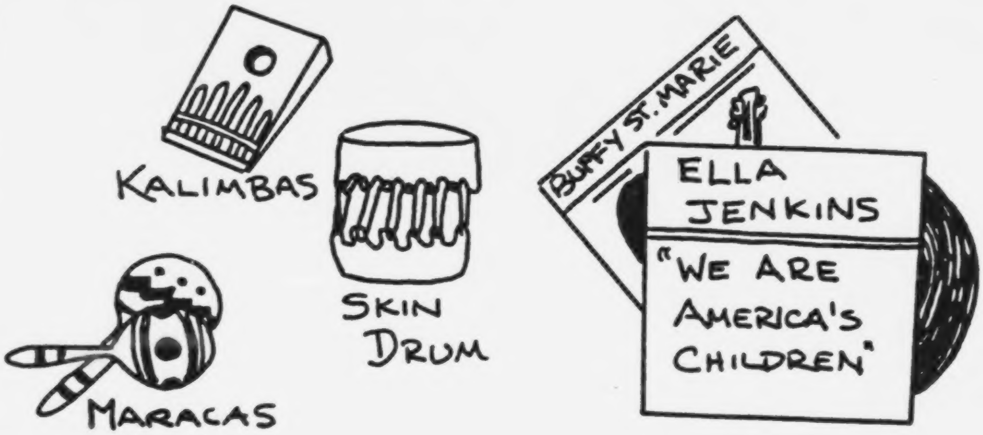
Foods

Serve foods the children know, and also introduce ones eaten by other groups of people.


MEXICAN TACOS
CHINESE EGG ROLL
SUCCOTASH
AFRICAN YAMS
JEWISH MATZOS
NATIVE AMERICAN SUCCOTASH

Music

Choose songs, dances and musical instruments they hear everyday, and also ones they don't know so well.


BUFFY ST. MARIE
KALIMBAS
ELLA JENKINS
"WE ARE AMERICA'S CHILDREN"
SKIN DRUM
MARACAS

T.V.

Kids do not need much T.V. while in your care. There are so many other things they can do. But, some T.V. programs help kids learn to enjoy and understand others. So, when choosing the programs you let kids watch, try to include:

"Reading Rainbow" (Public T.V.)

"Electric Company" (Public T.V.)

"Sesame Street" (Public T.V.)

"Mr. Rogers' Neighborhood" (Public T.V.)

Be on the lookout for special programs like

"Bean Sprouts" "Vegetable Soup"

Field trips

Look for places in your area where children can visit and learn about others. Go to museums, libraries and friends' homes.

If your area has few chances for fieldtrips, see if you can "bring a fieldtrip to your home." Look for people in your area who could visit and bring an activity that teaches children about cultures. Some things children might enjoy would be:

- slides of many lands

- clothes worn by people from other countries

- multi-cultural songs, stories or dances

- food experiences

- crafts

Ask your local community colleges, museums or libraries for more ideas.

Celebrations Around the World

Ask at your local library for more information
about these and other holidays.

JANUARY

1 Moharram (Muslim New Year)
* Alacitas (Indian)
15 Martin Luther King Day
26 Australia Day
* Chinese New Year

FEBRUARY

* Yuan Tan (Chinese)
* Feast of St. Brigid (Irish)
12 Thaddeus Kosciusko (Polish)
* Brotherhood Week

MARCH

1 St. David's Day (Welsh Saint)
3 Hina-Matsuri (Japan's doll festival)
21 No-ruz (Iranian New Year)
25 Greek Independence Day

APRIL

10 Be Kind to Animals
* Passover
* Songkran (Buddist New Year)
23 Feast of St. George (English)
* Easter

MAY

17 Norwegian Independence Day
* Wesak (Buddist)
* African Freedom Day
30 Memorial Day

JUNE

* Chinese Dragon Boat Festival
* St. Columbia (Irish Saint)
11 Kamehameha Day (Hawaiian)
* Children's Day (2nd Sunday)

JULY

1 Canada Day
* Maulid-An-Nabi (Mohammed's birthday)
13-16 O-Buo (Japan's Feast of Lanterns)
14 French Independence Day
21 Belgian Independence Day

AUGUST

1 Swiss Independence Day
27 Confucius's birthday

SEPTEMBER

* Rosh Hashanah (Jewish)
* Yom Kippur (Jewish)
* Vietnam's Mid-Autumn Festival
16 Mexico's National Holiday
26 American Indian Day

OCTOBER

* Diwali (Hindu)
10 Chinese Independence Day
12 Columbus Day
31 Halloween

NOVEMBER

* National Election Day
11 Armistice Day (to honor end of WWI)
* Book Week
* Advent (4 weeks before Christmas)

DECEMBER

6 Feast of St. Nicholas (European)
12 Dia de Nuestra Señora de Guadalupe (Mexican)
13 St. Lucy's Day (Italian)
* Hanukkah
25 Christmas
26 Kwanza (7 days long)

* Dates change every year.

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"One Land: Many Cultures"

Books about many cultures

2

Books about many cultures

Before 1965 most children's books were not about people from other lands. They did not always show people with different skin color or ways of life. Today there are many more books that tell us about people from all over the world.

Young children know that no two people are exactly the same. They want to know more about the things that make each one of us special. Children need caring adults to help them understand and not be afraid of people different from themselves. When children learn to appreciate the differences they see in their friends, they will grow up to be more accepting and kind to others.

Read some of the books on this list with your day care children. Talk about what it might be like to live in a new place or with a different family. Help the children understand that even if we don't all look, talk or live the same way each one of us is very special.

Aardema, Verna. Bringing the Rain to Kapiti Plain. Dial Press, 1981. (Ages 5-8). Ki-pat finds a way to save the arid plain of Africa.

Adoff, Arnold. Big Sister Tells Me That I'm Black. Holt, Rinehart & Winston, 1976. (Ages 5-9). A collection of short poems to instill a pride in being black.

Adoff, Arnold. Black is Brown is Tan. Harper & Row, 1973. (Ages 4-8). "Black/is brown/is tan/is girl/is boy/is nose/is face/is all colors/of the race." A story-poem of a multi-racial family delighting in each other and in the good things of the earth.

Ayer, Jacqueline. Nu Dang and His Kite. Harcourt Brace Jovanovich, 1972. (Ages 6-9). Nu Dang's search for his lost kite takes him through his Thai village.

Baker, Betty. Little Runner of the Longhouse. Harper & Row, 1962. (Ages 5-8). Little Runner, an Iroquois, would like to participate in the New Year ceremony. He is too little, but proceeds to try to fool his mother. Beginning Reader.

Battles, Edith. What Does the Rooster Say, Yoshio? A. Whitman, 1978. (Ages 3-7). Yoshio speaks Japanese. Lynn speaks English. Together they see many farm animals and each says the animal sounds in their native languages, and insist that the other is wrong.

Baylor, Byrd. Hawk, I'm Your Brother. Scribner, 1976. (Ages 6-9). A Native American boy wishes he could fly like the hawk he has befriended.

Baylor, Byrd. The Way to Start a Day. Scribner, 1978. (Ages 6-9). The book describes the many ways various cultures greet the sunrise each morning.

Baylor, Byrd. When Clay Sings. Scribner, 1972. (Ages 6+). A portrait of how prehistoric American Southwest Indians prepared and used their pottery is pieced together through pottery fragments.

Blue, Rose. I Am Here: Yo Estoy Acqui. Watts, 1971. (Ages 5-9). Luz, a little Puerto Rican girl, attends kindergarten for the first time. Adjusting to a new country, a new school, and a new language is indeed difficult. A teaching assistant who speaks Spanish makes her feel more comfortable.

Church, Vivian. Colors Around Me. Afro-Am, 1971. (Ages 5-8). Each page of the book pictures a child and an object that is compared to the child's skin color. The words "negro", "black", and "Afro-American" are simply explained.

Clifton, Lucille. All Us Come Cross the Water. Holt, Rinehart & Winston, 1973. (Ages 5-9). A young boy is plagued by the question, "Where we from?" From an old man he learns that all Black Americans have their roots in Africa and are one people.

Cohen, Barbara. The Carp in the Bathtub. Lothrop, 1972. (Ages 6-9). The story of a young girl's affection for the carp her mother has swimming in the bathtub just before she needs it to make gefilte fish for Passover.

De Paola, Tomie. Watch Out for the Chicken Feet in Your Soup. Prentice-Hall, 1974. (Ages 4-8). Joey gains a new appreciation of his Old World Italian grandmother when he takes his friend over to her house for a visit.

Estes, Eleanor. The Hundred Dresses. Harcourt Brace Jovanovich, 1974. (Ages 5-8). A young Polish girl is teased by her classmates because she always wears the same dress.

Ets, Marie Hall. Gilberto and the Wind. Viking Press, 1963. (Ages 3-6). Gilberto experiences the wind as both a friend and an enemy.

Feelings, Muriel. Moja Means One: The Swahili Counting Book. Dial Press, 1971. (Ages 4-8). The brief text describes East African cultural traits while counting from one to ten in Swahili.

Greene, Laura. I Am an Orthodox Jew. Holt, Rinehart & Winston, 1979. (Ages 5-9). A young Jewish-American boy, who, as he talks about his daily life, reveals the joys and warmth of close family ties. The book offers a clear, easy understanding of what it means to be an Orthodox Jewish child, although some necessary details are ommitted, such as an explanation of Kosher food.

Lionni, Leo. Little Blue and Little Yellow. Astor-Honor, 1959. (Ages 4-6). Little Blue and Little Yellow are rejected by each other's family because of the color difference. Their families don't recognize them when they join and become Little Green.

Madhubuti, Safisha L. The Story of Kwanza. Third World Press, 1976. (Ages 2-9). This book teaches the history and meaning of Kwanza, an African harvest celebration, recreated in the West.

Martin, Patricia M. The Rice Bowl Pet. Crowell, 1962. (Ages 5-8). Ah-Jim accepts the challenge of choosing a pet. Serious moments are portrayed as he moves about Chinatown, making this important decision.

May, Julian. Why People Are Different Colors. Holiday House, 1971. (Ages 5-9). The book examines major races and their variations and suggests possible values of distinctive body features and the prehistoric migration of people. It makes the point that differences are superficial.

Merrill, Jean and Frances Scott. How Many Kids Are Hiding on My Block? A. Whitman, 1970. (Ages 6-8). The story concerns a multi-racial group of children playing hide and seek.

Musgrove, Margaret. Ashanti to Zulu: African Traditions. Dial Press, 1980. (Ages 5+). The distinctive lifestyles of 26 African tribes are portrayed in award-winning pictures.

Ormsby, Virginia. Twenty-One Children Plus Ten. Lippincott, 1971. (Ages 4-8). When the twenty-one second graders of Room Two are joined by ten new children bused from the other side of town, hostility arises. Eventually they become a class of thirty-one happy friends.

Politi, Leo. Moy Moy. Scribner, 1960. (Ages 5-8). A Chinese-American girl living in Chinatown in Los Angeles experiences the events and traditions of Chinese New Year.

Scott, Ann Herbert. On Mother's Lap. McGraw-Hill, 1972. (Ages 3-5). For Michael, a small Eskimo boy, one of the nicest places to be is on Mother's lap, rocking back and forth.

Showers, Paul. Your Skin and Mine. Crowell, 1965. (Ages 5-8). The book is a simple explanation of skin which includes information about skin color. Three children: yellow, white and black are presented.

Simon, Norma. Why Am I Different? A. Whitman, 1976. (Ages 5-8). Differences in physical make-up, personality and culture are presented to give children an understanding of others and to come to terms with these differences in developing their own self-image and respect.

Sonneborn, Ruth. Friday Night is Papa Night. Viking Press, 1970. (Ages 5-8). Pedro has a hard time waiting for Friday nights. His father works away from home and only returns on weekends.

Tuyet, Tran-Khanh. Children of Viet-Nam. Indochina Resource Center. (Ages 7+). A collection of stories and poems written by children of Viet Nam. Drawings of Vietnamese life accompany the text.

Uchida, Yoshiko. The Birthday Visitor. Scribner, 1975. (Ages 6-8). Emi is disappointed when the upcoming visit of a minister from Japan threatens to disrupt her birthday celebration.

Walton, Darwin. What Color Are You? Johnson, 1973. (Ages 7+). The author explains the role of color in our lives and the scientific basis of skin color. "Love and friendship are color blind." "In the beginning, all man was of one color; today we see different shades of this one color." "Does color have anything to do with the way a family feels?" "Does color change the way a brother feels for a sister?" Photographs portray the similarities in people, their basic human needs and the beauty in all colors.

Write down the titles to some of your favorite books here. This will help you remember their names when you want to read them again.

© Toys N' Things Press
906 North Dale Street
St. Paul, MN 55103

3

PEOPLE IN THE UNITED STATES

Dear Caregiver:

Did you know the kids next door might be from Japan, Vietnam, India, Germany, Mexico or Puerto Rico? The United States is a new home to people from Asia, Europe, South America, Africa, Canada and the Caribbean. Scattered across the nation from the mountains to the shore are children from many countries and cultures. Let's help them feel welcome.

Some families from Thailand, Laos, Cambodia and Vietnam have fled war in their homelands and are making new lives here. Many Laotians have settled in our small towns. Some Vietnamese children have been in the United States for many years and have gone all the way from elementary school through high school. Some of these folks from Southeast Asia are new to the U.S. and are still learning English. All across the nation we have Spanish-speaking children in city and country settings. We also have French Creoles from Haiti.

Other countries and cultures are also represented in the United States. Hindi, Gujaranthi, and Urdu-speaking children from India, Pakistan and Bangladesh; Slavic families from East Europe hoping to make a better life in America; Chinese, Japanese and Koreans - some working and studying here a few years, others beginning a new life.

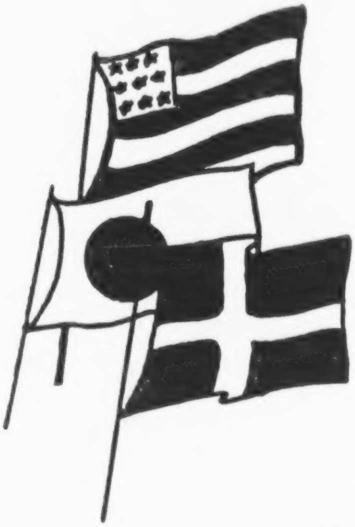
We have many university students from other lands, some with children the same age as yours - Arabs, Africans, French Canadians, Mexicans and other Central and South Americans.

We have a world wide family right here in our own country. Whether they're here for a few years or many, let's make them feel they belong in America. Learn about them and let them get to know you too.

Sincerely,

Patrick Valentine

Patrick Valentine
Foreign Languages Librarian
N.C. Foreign Language Center



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CHILDREN LEARN WHAT THEY LIVE

4

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with fear,
He learns to be apprehensive.

If a child lives with pity,
He learns to feel sorry for himself.

If a child lives with ridicule,
He learns to be shy.

If a child lives with jealousy,
He learns what envy is.

If a child lives with shame,
He learns to feel guilty.

If a child lives with encouragement,
He learns to be confident.

If a child lives with tolerance,
He learns to be patient.

If a child lives with praise,
He learns to be appreciative.

If a child lives with acceptance,
He learns to love.

If a child lives with approval,
He learns to like himself.

If a child lives with recognition,
He learns that it is good to have a goal.

If a child lives with sharing,
He learns about generosity.

If a child lives with honesty and fairness,
He learns what truth and justice are.

If a child lives with security,
He learns to have faith in himself
and in those about them.

If a child lives with friendliness,
He learns that the world is a nice place
in which to live.

If you live with serenity,
Your child will live with peace of mind.

Dorothy Law Nolte

5 Something for children

FAMILIES

1. Have children cut out of old magazines or catalogues pictures of people like those in their own family.

2. Next, have them paste the pictures onto a piece of paper.

3. Talk about how each child's family is like and not like other families. You can write down what children say and read it back to them.

* For younger children, do the same activity, but cut out pictures of many people, and let them choose the ones they want to use.

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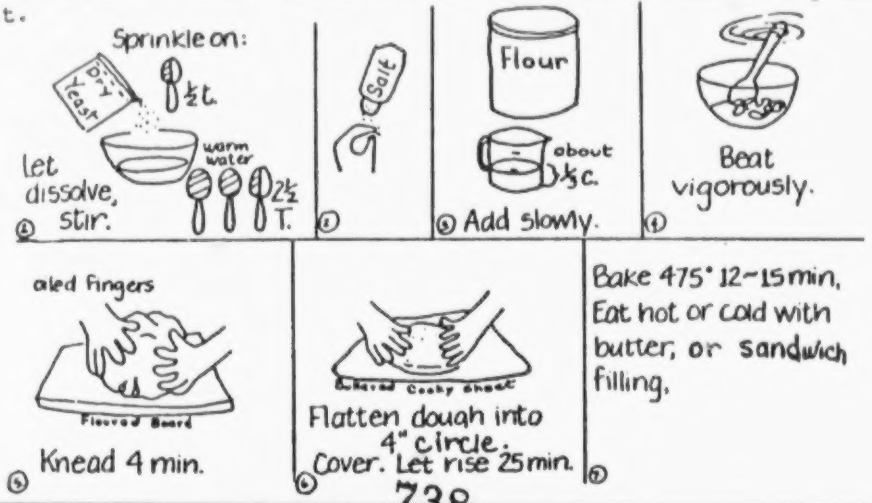
5 Something for children

PITA - Mid Eastern Bread

1. Children can learn about others by cooking and eating foods that aren't a regular part of their own culture.

2. One food that might be new to your kids is this Pita recipe. Help each child follow the steps to make his own pita bread. Copy each picture below onto a large card. Look for new ideas in cookbooks like the one listed in the books section of "When You Want to Know More" (# 8).

3. Talk about how these foods are like and unlike others they usually eat.


Sprinkle on:
Dry Yeast
½ t.
warm water
2½ T.
let dissolve, stir.
①
Salt
②
Flour
about ⅓ c.
③ Add slowly.
Beat vigorously.
④
oiled fingers
Floured Board
Knead 4 min.
⑤
Oiled Cooky Sheet
Flatten dough into 4" circle.
Cover. Let rise 25 min.
⑥
Bake 475° 12-15 min.
Eat hot or cold with butter, or sandwich filling.
⑦

Taken from Cook and Learn, by Beverly Veitch and Thelma Harms, Addison Wesley Publishing Company, Menlo Park, CA 1980.

6 Something for yourself

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The year is made up of so many days. Some are special to you, while others turn out to be special to a child in your care. List days you and the children can notice or celebrate on this chart. Include days special to you and the children, then add some new to all of you.

We have listed a few dates to start you off. Use information you get from parents to add more. Be on the lookout for new events you and the children would enjoy. Visit your local library to find out more about these special days.

JANUARY

1 New Years Day

15 Martin Luther King's Birthday

* Chinese New Year

FEBRUARY

* Chinese Lantern Festival (15 days after Chinese New year)

12 Lincoln's Birthday

22 Washington's Birthday

MARCH

* Purim (Jewish Feast of Lots)

17 St. Patrick's Day

25 Greek Independence Day

APRIL

* Easter

16 DeDiego's Birthday - A Puerto Rican Holiday

18 Patriot's Day

* Arbor Day

* Passover

MAY

25 African Freedom Day

JUNE

14 Flag Day

* Chinese Dragon Boat Festival

JULY

1 Canada Day

4 Independence Day

14 French Independence Day

27 Barbosa's Birthday (A Puerto Rican Holiday)

AUGUST

* Chinese Woman's Holiday

15 Indian Independence Day

SEPTEMBER

2 Vietnam National Holiday

16 Mexican National Holiday

26 American Indian Day

* Jewish New Year

OCTOBER

12 Columbus Day

31 Halloween

NOVEMBER

* Thanksgiving (4th Thursday)

* Dates change every year. Ask your local librarian.

DECEMBER

16 - 25 Los Posados

25 Christmas

26 Kwanza (7 days long)

* Hanukah

7 Something for parents

Dear Parents:

One of the things we can work on together is helping your child learn to get along with others. Your child and I are learning to enjoy and respect ways in which people are the same and different. To do this, I am beginning with the people your child knows best - his family.

You can help by sharing with me some special things about your family. At day care we will talk about and try things we each enjoy in our homes, and later add new, different experiences enjoyed by others. I hope this will help your child grow up to be more comfortable in a world of many different cultures.

1. When are birthdays in your family?

____

____

____

____

2. What holidays do you celebrate?

____

____

____

____

3. What special things do you do for these holidays?

____

____

____

____

4. Where did your family come from originally?

____

____

Are there any songs, dances or stories that your family has passed on to you?

____

____

____

____

5. What are some of your family's favorite foods, hobbies or games?

____

____

____

____

6. Is there anything special that your family enjoys that I could add to the things I do with children?

____

____

____

____

7. Do you have a recent family photo your child could share with us?

____

Thank you for this chance to share.

____
Your Caregiver

Please send this back to me after you fill it in.

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8 When you want to know more

ABOUT ONE LAND: MANY CULTURES

BOOKS

Understanding the Multicultural Experience in Early Childhood Education
by Olivia Saracho and Bernard Spodek, Eds.
tells about classroom materials and activities to help children understand different cultures
Cost: about $6.00

Order from: National Association for
the Education of Young
Children (NAEYC)
1834 Connecticut Avenue
Washington, D.C. 20009

A Guide to Healthy Pregnancy, Birth, and Child Care - The Black Parents' Handbook
by Clara J. McLaughlin
Cost: about $5.95

Order from: Harcourt Brace Javanovich, Inc.
757 Third Avenue
New York, NY 10017

Cook and Learn, A Child's Cook Book
by Beverly Veitch and Thelma Harms
a child's cookbook with single portion picture recipes that show foods from many cultures
Cost: about $9.00

Order from: Addison-Wesley Publishing Co.
Innovative Division
2725 Sand Hill Road
Menlo Park, CA 94025

Creative Food Experiences for Children
by Mary Jo Goodwin and Gerry Pollen
learning from food experiences and recipes from many cultures
Cost: about $5.95

Order from: Center for Science in Public Interest
1755 S. Street, N.W.
Washington, D.C. 20009
202-232-9110

Culture and Children
by Texas Department of Human Resources
gives ways the caregiver can help children
learn about other cultures through toys,
food, books, music, games, and holidays
Cost: about $12.00

Order from: Texas Department of Human Resources
Media Services Division 151-E
P. O. Box 2960
Austin, Texas 78769

Multi-Cultural Resources for Children
lists materials for Black, Spanish,
Asian, Pacific and Native Americans
Cost: about $4.00

Order from: Multi-Cultural Resource Center
P. O. Box 2945
Stanford, CA 94305 415-881-3356

Ask at your local library for these
and other books.

THINGS TO SEND FOR

Many school supply companies sell
dolls, records, books and toys
that show different races and cultures.
Some catalogues you can order
are:

Learn Me Bookstore
642 Grand Avenue
St. Paul, MN 55105
Cost: about $3.00

Claudia's Caravan Catalogue
P. O. Box 1582
Clameda, CA 94501 415-521-7871

CALL-IN-LINE

National Clearinghouse for
Bilingual Education 800-336-4560 free call
answers general questions about
bilingual education

1555 Wilson Blvd.
Suite 605
Rosslyn, VA 22209

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HEALTH AND SAFETY

by Isabelle Lewis and Beth Bourland

Family
Day Care

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University of North Carolina at Chapel Hill

Read this first

Dear Caregiver,

Taking good care of children is an important but difficult job. When you take children into your care there are certain basic health and safety matters that you, as the person in charge, are responsible for.

Your home must be made physically safe for children.

You must learn what to do in emergencies, and have at hand what you will need.

Children need to learn the importance of health and safety rules.

Considering the children's emotions and attending to their feelings are a part of caring for their health.

In this folder are some materials which should be helpful as you think about how to do these things.

1 helps you to get started with information on things like shots and sickness, pets, plants and emergencies
2 has ideas to make your home a safe place for children
3 gives you information about common childhood diseases
4 is a first-aid chart
5 has two ideas to help you teach the children good health habits
6 is something just for you
7 is for you to read and then work on with parents
8 can help you get started when you want more information

We know that this will not tell you everything about children's health and safety in your home. But we hope it helps you to think about what else you want to know and gives you some ideas on how to find out.

Sincerely,

Isabelle Lewis Beth Bourland

1 Health and Safety

Illness

Childhood illnesses are so common that being sick is almost a part of growing up. But caring for a sick child in a day care group can have a lot of complications.

You will have to decide on a plan for dealing with sick children. To help make that plan you might ask yourself questions like:

- Can I care for a child who has a little fever? a high fever?
- Can I keep him if he's vomiting?
- Do I have room to isolate her and still give her special attention?
- Can I rock her and love her as she needs?
- Will I have to neglect the other children's needs while I care for his?
- When will I let a child come back after an illness?

When you've decided on your rules, you must make them clear to the parents - before they put their child in your care. And give them a written copy.

No matter what rules you make, you need to be prepared to deal with some illness and injury.

1) Learn about childhood illnesses. Learn how to recognize them, how long they last and how to take care of them. Packet piece #3 will help you get started. It is important to let all the parents know if any one of the children has come down with any illness.

2) Don't give a child ANY medicine without written consent and instructions - even aspirin. The parent activity card (#6) has a list with the kinds of information you'll need on a consent form. When you do have permission and give medicine, check with the parent everyday to make sure you aren't both giving doses for the same time of day. Keep a written record of any medicine you give. ALWAYS keep the medicines locked away. Keep all medicines in the original, labeled bottles.

3) Put together a kit of first aid supplies. Keep it out of the children's reach, but where you can get it in a hurry. Take it with you on trips with the children.

Don't forget to make plans for what must be done if YOU get sick while caring for the kids. You will have to work out the best thing for your own home - such as teaching one of the older kids to dial an emergency number or having a neighbor or relative ready as an emergency caregiver.

Keep what you need to take care of a medical emergency on hands at all times.

_____ soap

_____ antiseptic ointment

_____ band-aids (all sizes)

_____ sterile gauze bandages

_____ rolled gauze

_____ adhesive tape

_____ cotton balls

_____ tweezers

_____ scissors

_____ a thermometer

_____ emergency numbers

_____ first aid guide

The help you give the child may be life-saving, but it should not take the place of medical treatment for a serious injury!

Shots

Some people think shots do not matter. It's true children don't get some diseases as much as they used to. That's because vaccines have been preventing them. But if children don't get those vaccines in shots they can still get the diseases.

Shots can

- help keep children healthy
- protect children from diseases that cripple or kill
- help the body fight disease germs

A child who has not had his shots can get an illness and expose the other children to it. That's why many states require children in group care to all have shots. If your state doesn't have such a rule, you need to decide if caring for such a child who has not had all the shots is too big a risk for your group. If you must care for a child who has not had his shots, encourage the parents to take their child to have them. Many local health departments give them free.

SCHEDULE FOR SHOTS ______________________________

Age	Polio	Diptheria Whooping Cough	Measles Mumps Rubella (German Measles)	TB Test
2 months	✓	✓		
4 months	✓	✓		
6 months	✓	✓		
12 months				
15 months			✓	✓
18 months	✓	✓		
4-6 years	✓	✓		
Every 10 yrs. Thereafter	Adult Tetanus booster			

Emergencies

Most accidents in day care homes are not serious. They can be taken care of with some comforting and a few supplies from your home first aid kit. But sometimes children do get hurt seriously. In such emergencies you need to act quickly and calmly for the sake of the injured child as well as for the other children watching.

Knowing what to do in a specific situation can often prevent a serious problem from turning into a tragedy. Learn the rules for basic emergency care (A first aid course is a good way to do it). Keep a current first aid chart handy to check out special procedures. Although you should not try to be the doctor, you can help until a doctor sees the child.

To handle an emergency:

1. use first aid right away
2. when you can leave the child,
   - dial your local emergency number
   - call the child's parents
3. after help arrives,
   - check child's medical record for special problems
   - take the child's medical record and signed medical consent form if you go to the doctor or hospital
4. make time to give the parents a full report

A hospital emergency room may refuse to treat a child who is not with a parent. To avoid this problem, ask parents or a guardian to sign a medical consent form that says you can seek help for their child. There is a good one in the "Day Care as Small Business" packet. Keep it on file in your home.

BE READY FOR SPECIAL EMERGENCIES...Copy emergency phone numbers on a card and take them with you on field trips...Enroll in a CPR course...Enroll in a first aid course...Learn the Heimlich maneuver for choking.

Plants–hidden dangers

Like every family, your family has its own standards for safe living. With your own children you have only yourself to answer to. But the minute you take another child into your home and agree to be responsible for him, your standards must change. Extra caution becomes the name of the game.

For example, you may be fond of houseplants and you have them in all your rooms. And you've planted flowers and shrubs around your yard. You know some may be poisonous if eaten but it doesn't worry you because your kids keep away from them. But when you begin caring for other people's children you have to take another look and think things over.

The leaves, stems, roots, bulbs, seeds and berries can all be poisonous parts of plants. It depends on each plant.

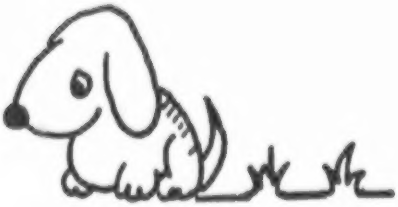
Bright berries and flowers attract children and are easy for them to eat. Yet berries and flowers from many plants can kill if they're eaten. When you're planting bulbs a child may think they're onions and eat enough to become ill. Leaves and twigs are sometimes eaten as pretend food when playing house.

Even experts have a hard time telling which mushrooms are poisonous and which are not. Some can make you sick if you just touch them and then put your finger in your mouth. So the rule should be: don't touch mushrooms and don't eat any part of a plant unless it's served as food by an adult.

Some other plants, like poison ivy, are poisonous to touch and can cause a rash or blisters. In packet piece #2 there is a more complete list of poisonous plants.

BEST COPY AVAILABLE

PETS



Pets are great fun, but they can be trouble, too. Problems may arise when children and pets are in the same home. Sometimes pets are a health risk to children. Consider these things when you're caring for kids and pets together:

- animals with fur can carry insects and germs that can make people sick
- animal feces contain harmful germs
- turtles can give an intestinal infection to people
- birds can cause a breathing illness in humans
- older animals are often cranky and not to be trusted

Keep the kids you care for safe and healthy by keeping your animals clean and litter boxes emptied. Stay with little children playing with a pet to be sure their excitement does not upset the animal too much. Turtles and birds should not be kept as pets in homes where little children stay.

Tell parents about your pets before you arrange to care for their child. Some children are allergic to some animals.

Teach kids to wash their hands after touching animals, especially before they eat.

Insects – possible problems

For people who are allergic, insect stings can be a medical emergency. Bees, hornets, wasps, yellow jackets and certain ants cause more deaths each year than snake bites do. Treat such bites or stings as emergencies. Call the doctor right away.

Stings can be painful even for non-allergic children. But they don't have to be treated as emergencies. To help reduce the pain, an ice cube in a washcloth can be held against the bite for about 15 minutes. Or damp baking soda can be patted on the sting. Later a cream or lotion might help stop the discomfort.

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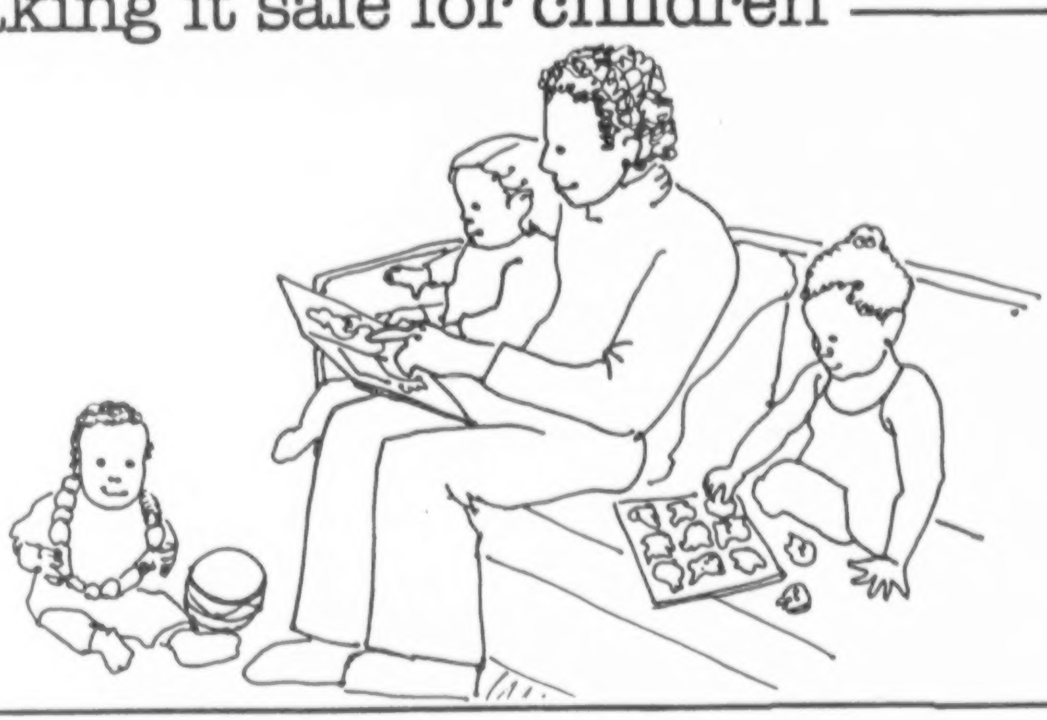
Making it safe for children

2



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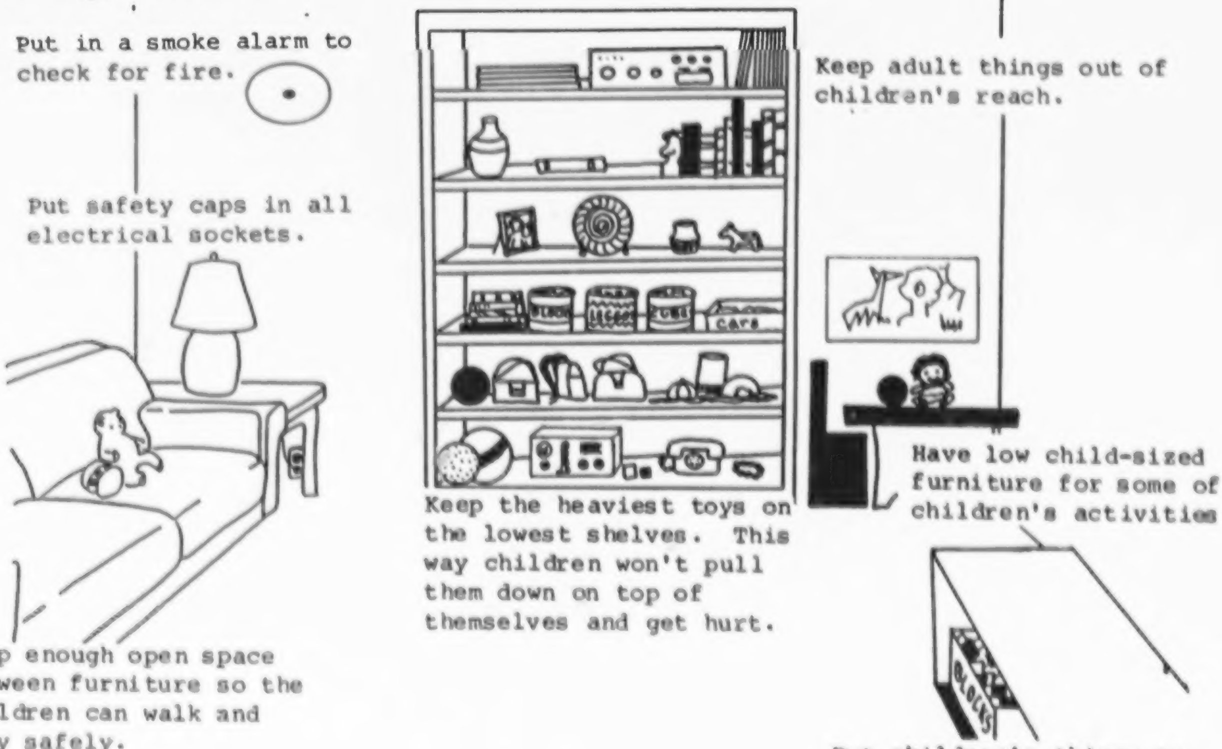
Living Room



Put in a smoke alarm to check for fire.

Put safety caps in all electrical sockets.

Keep adult things out of children's reach.

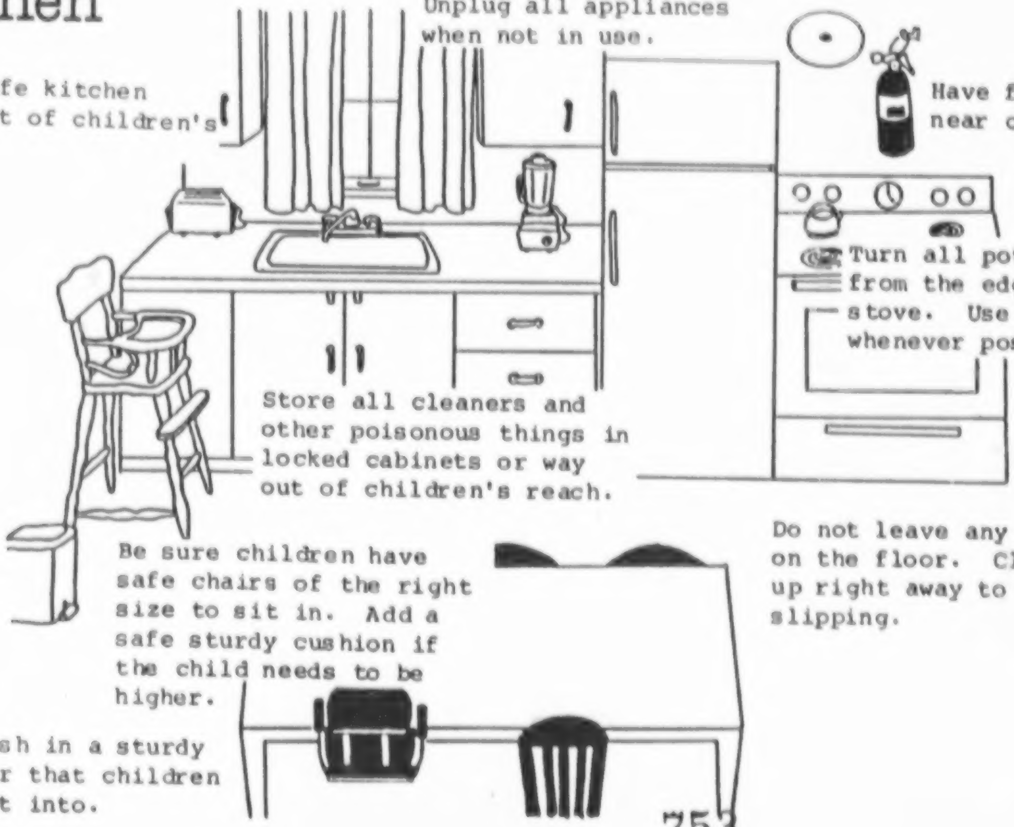
Keep the heaviest toys on the lowest shelves. This way children won't pull them down on top of themselves and get hurt.

Have low child-sized furniture for some of the children's activities.

Keep enough open space between furniture so the children can walk and play safely.

Put children's things on low shelves for them to reach and use.

Kitchen



Keep unsafe kitchen things out of children's reach.

Unplug all appliances when not in use.

Have fire extinguisher near cooking area.

Turn all pot handles away from the edge of the stove. Use back burners whenever possible.

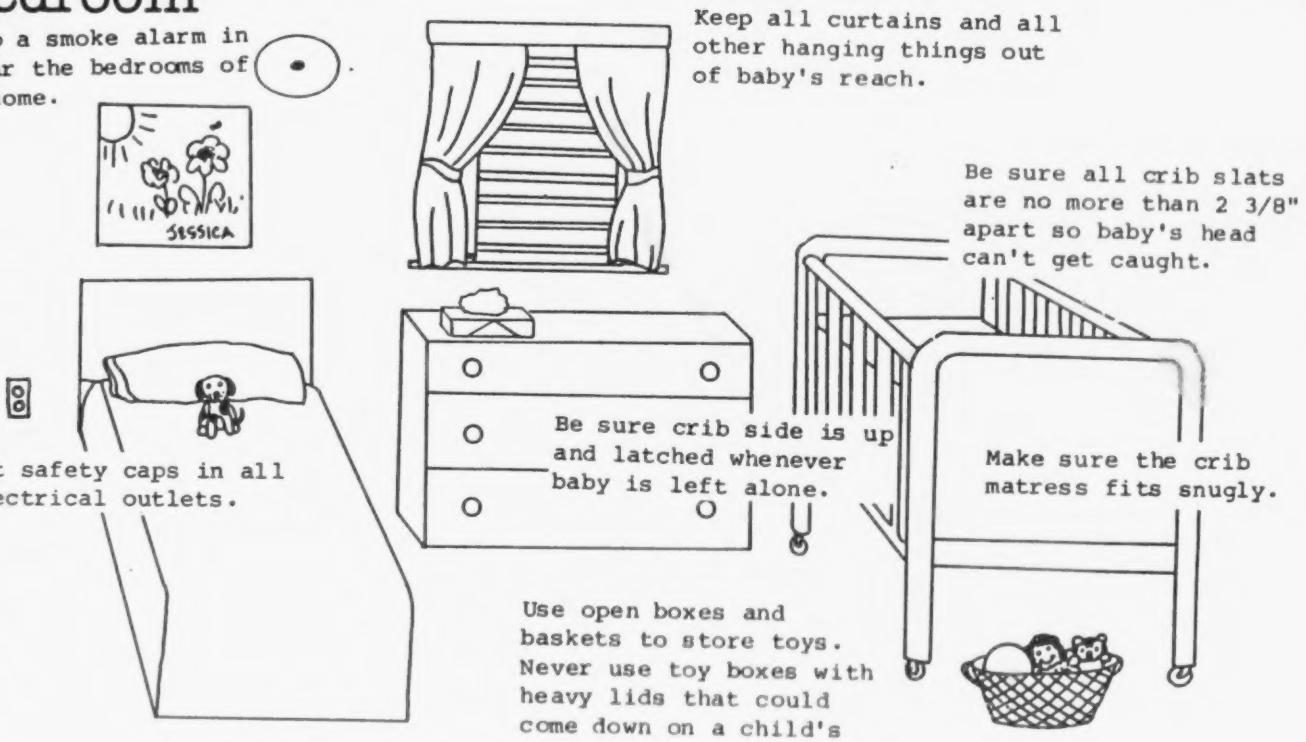
Store all cleaners and other poisonous things in locked cabinets or way out of children's reach.

Do not leave any spills on the floor. Clean them up right away to avoid slipping.

Be sure children have safe chairs of the right size to sit in. Add a safe sturdy cushion if the child needs to be higher.

Keep trash in a sturdy container that children won't get into.

Bedroom



Put up a smoke alarm in or near the bedrooms of your home.

Keep all curtains and all other hanging things out of baby's reach.

Be sure all crib slats are no more than 2 3/8" apart so baby's head can't get caught.

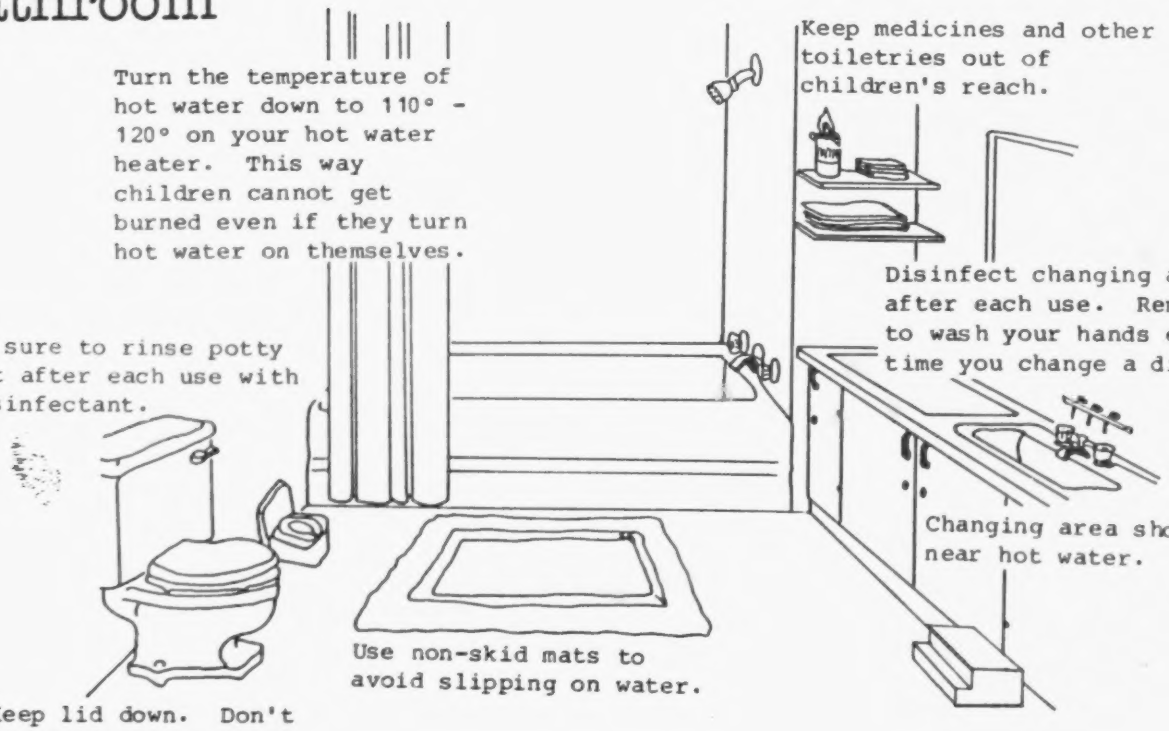
Put safety caps in all electrical outlets.

Be sure crib side is up and latched whenever baby is left alone.

Make sure the crib matress fits snugly.

Use open boxes and baskets to store toys. Never use toy boxes with heavy lids that could come down on a child's head.

Bathroom



Turn the temperature of hot water down to 110° - 120° on your hot water heater. This way children cannot get burned even if they turn hot water on themselves.

Keep medicines and other toiletries out of children's reach.

Disinfect changing area after each use. Remember to wash your hands each time you change a diaper.

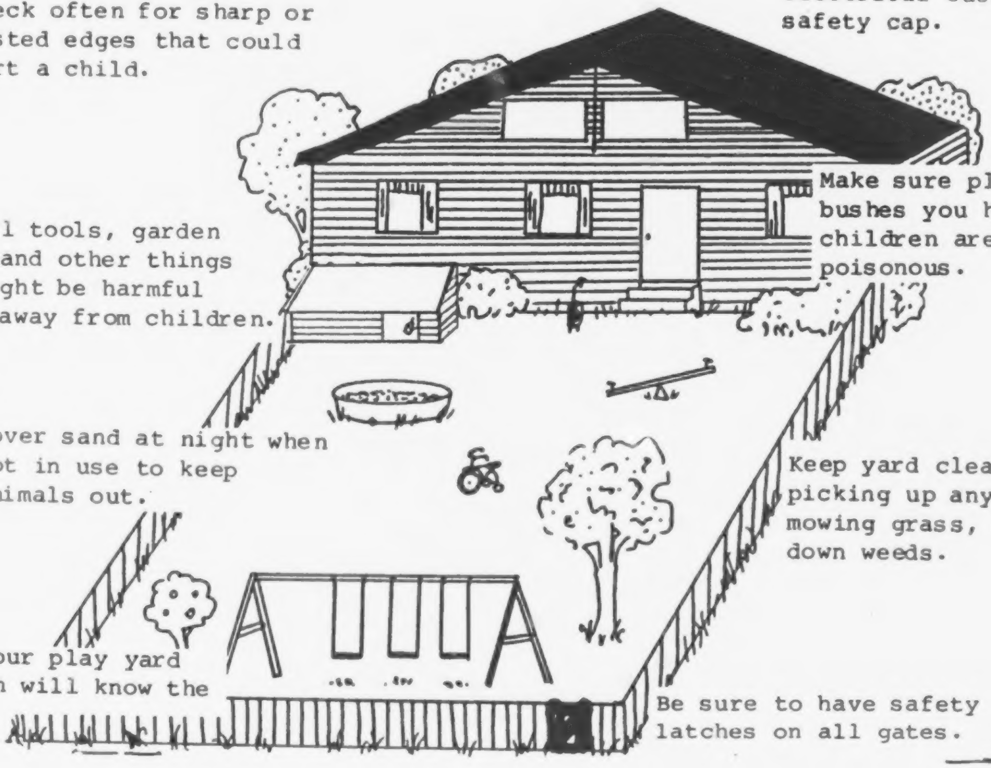
Be sure to rinse potty out after each use with disinfectant.

Changing area should be near hot water.

Use non-skid mats to avoid slipping on water.

Keep lid down. Don't leave cleansers in the bowl or tank.

Outside



Check all equipment for loose or broken parts. Check often for sharp or rusted edges that could hurt a child.

Cover any outside electrical outlets with a safety cap.

Keep all tools, garden sprays and other things that might be harmful locked away from children.

Make sure plants and bushes you have around children are not poisonous.

Cover sand at night when not in use to keep animals out.

Keep yard clean by picking up any trash, mowing grass, and cutting down weeds.

Fence in your play yard so children will know the limits.

Be sure to have safety latches on all gates.

Safety Tips about the Car

- Never leave children alone in the car.
- Make sure both adults and children use seat belts or the right kind of safety seat while riding in the car. Holding a child in your arms will not protect him if you have a wreck.
- Don't let children climb around or stand on the seats while you are moving. Keep all doors locked.
- Don't let children stick their head, hands or anything else out the window.
- Make sure your car is in good repair and is safe to drive. Be sure to have a flashlight, a first aid kit and emergency flags or flares on hand at all times.
- Obey all traffic rules and road signs.
- Don't drive when you are tired or are taking any medications.

Safety Tips about Poisons in the Home

NOTE This list does not have every poisonous thing that may be found in your home. Be sure to check all labels. Keep these and other dangerous things away from children in a locked cabinet. In case a child eats or drinks any of these poisons call the doctor, the rescue squad or local poison control center.

acetone
after shave lotions
ammonia
air fresheners
antifreeze
benzene
bleach
boric acid
bug killers
camphor
charcoal lighter
cleaners of all kinds
cologne and perfume
corn and wart remover
dishwasher detergents
fabric softeners
flea powder
floor polish
gasoline
hair dyes and permanents
hydrogen peroxide
indelible markers
ink
insecticides
iodine
lime
lye
mothballs or flakes (napthelene)
nail polish and remover
oven cleaner
paint
pineoil
rubber cement
rubbing alcohol
rust removers
shellac
suntan products
turpentine
varnish
wax
weed killer

Safety Tips about Poisonous Plants

Many common plants have poisonous parts. Almost all plant and flower bulbs will make a child very sick. Don't let children eat any berries found on shrubs or bushes because they may be poisonous. This list does not have every poisonous plant. If your child has eaten a plant and you have any question call the poison control center right away.

anemone
avacado - leaves
azalea
baneberry
bittersweet
black night shade
buttercup
caladium
castor bean
daffodil
daphne
delphinium
dieffenbachia
foxglove
holly berries
hyacinth
hydrangea
iris
ivey - boston, english and others
jerusalem cherry
jimson weed
lantana
laurel
lily of the valley
mistle toe
monkshood
morning glory
mushrooms
oleander
philodendron
poinsettia
poison hemlock
pokeweed
potato vines, stems and sprouts
primrose
rhododendron
rhurbarb leaves
sweet pea
water hemlock
wisteria
yew

Safety Tips about Toys

- Check all toys regularly for sharp edges, broken pieces or places that could hurt a child.
- Make sure your toys are right for the ages of children in your care. Toys for older children may not be safe for your littlest ones because of small pieces or sharp edges. Let the children use such toys only when you can watch.
- Keep toys with many small pieces together in a box or dishpan. Loose pieces lying on the floor can make a toddler fall or your little ones to choke.
- Make sure toys are not too big or heavy for the children in your care.
- Check all dolls and stuffed animals for pins, loose buttons or pieces of felt. Make sure all cloth toys are labeled "Flame Resistant" or "Non-Flammable".
- Watch children carefully when they play with toys that have long strings. Long strings can easily hurt or choke a child when used in the wrong way.
- Make sure all your painted toys and furniture have been painted with non-toxic paint. Never use a lead-based paint.
- All children's paint and art supplies should be labeled "Non-Toxic".
- Check toys for hinges, springs or gears that may catch a child's finger. Make sure these toys are used in a safe way.
- Carefully read the labels and directions of all toys your children use. Be sure there are no unsafe parts or pieces that could hurt a child. Teach your children how to use their toys safely.
- Have low sturdy open shelves for the children to store toys they can safely use by themselves. Label the shelves with pictures so they know where each toy goes.

Safety Tips about Fire

- Check your heaters, stove, fireplace and electrical appliances often to make sure they are working well. If cords or other parts are loose, broken or frayed have them fixed before they are used again.
- Check the wiring in your home to make sure it is safe.
- Never put too many plugs in one outlet. Be very careful when you use any kind of extension cord.
- Store all flamable things away from heat. Keep all chemicals in tightly closed bottles or cans.
- Be sure to have a fire extinguisher in your kitchen and a smoke alarm in your home.
- Plan safe ways to get out of the home with your children in case of a fire. Practice these escape plans with the children often so they will know what to do on their own.

3

Childhood Diseases

Name	Symptoms	When You Catch It	What To Do
1. Chicken Pox	Fever. Itching. Pink or red spots on stomach, back or chest that spread to other areas. Spots turn into small blisters that crust over.	1 day before the spots appear to about a week later	Rest. Help itching feel better with calamine lotion. Child should see a doctor.
2. German Measles (Rubella)	Fever and chills. Swollen glands and runny nose. Red rash that usually starts on the face and spreads all over the body.	A week before the symptoms appear until about 5 days later	Rest. Give the child plenty of juice and other healthful drinks. Child should see a doctor.
3. Measles	Low fever, slight cough, itchy eyes, tired. At about the 4th or 5th day the cough and fever get worse. Red spots appear.	4 days before the rash comes out to about 5 days after	Rest. Dim lights if eyes hurt. Plenty of juice. Child should see a doctor.
4. Mumps	Sore swollen glands on one, or both sides of the jaw and neck. Fever and headache.	7 days before the glands swell to about 9 days later	Much rest. Cool compress to the cheeks and neck. Child should see a doctor. Do not give any citrus juices.
5. Pink Eye (Conjunctivitis)	Red crusty eyes. Much discharge from the eye.	From the time the symptoms appear until about a week later	Rinse crust and discharge gently with cool water. Child should see a doctor.
6. Strep Throat	Painful sore throat. Fever. Upset stomach and vomiting.	1 day before symptoms until about a week later	Rest and plenty of juice or other healthful drinks. Child should see a doctor.

4 First Aid

EMERGENCY NUMBERS

Police ______________________________

Fire ________________________________

Rescue Squad ________________________

Doctor ______________________________

Poison Center _______________________

Hospital ____________________________

Parent's day time number and address

Child	Parent's Name	Daytime Phone #	Doctor

Artificial Respiration

1. Lay the child on his back.
2. Open the airway by gently tipping back his head. Open his mouth and clear out anything you can.
3. Put your mouth over both the child's nose and mouth.
4. Blow a few small puffs of air into his nose and mouth.
5. Lay one hand gently on the child's chest to feel it inflate. Listen for the air to come back out.
6. Keep giving the child a new breath every 3 seconds -about 20 breaths each minute -until the child can breathe on his own. Be sure to pull your mouth away after each breath to look and listen for the air coming back out of the child's lungs.

Bites and Stings

Bee:

1. Take the stinger out. Do not squeeze stinger as you take it out. If you can, try to use tweezers.
2. Wash with soap and cool water.
3. Call the doctor if the child has a history of being allergic to bee stings or if you see any swelling, itching or hives on areas away from the sting.
4. If a child starts to have a hard time breathing or becomes faint, you need to get to the doctor right away. He may be having an allergic reaction.

Animal:

1. Wash area with soap and water.
2. Hold under cool running water for 2-3 minutes if there is not much bleeding.
3. Put a clean bandage on the bite.
4. Call the doctor.
5. Since the animal will have to be checked for rabies you will need to find out who it's owner is. If the animal is wild, catch, trap or kill it so it can be checked in a safe way.

Human:

1. Wash with soap and water.
2. Call the doctor if the skin is broken or it continues to bleed.

Broken Bones

1. Call the doctor or rescue squad right away -especially if head, neck, or back is hurt.
2. Do not try to move the child unless absolutely necessary. Keep him calm, still, and warm until help arrives.
3. Do not try to move the bones back into place yourself.
4. If any bones stick out of the skin cover the break with a large clean cloth to keep the area clean.
5. If there is any bleeding put a clean cloth over the break and apply a little pressure to control the bleeding.

Bruises

1. Put a cold cloth over the area for half an hour. Don't put ice right next to the skin.
2. If the skin has been broken treat it as a cut.

Burns

Minor:
1. Hold burned area under gently running cold water or an ice pack for 20-30 minutes.
2. Gently pat the area dry with gauze or a clean cloth.
3. Cover loosely with gauze or a dry clean cloth.
4. Do not pull off peeling skin or break any blisters.
5. Do not put any sprays, ointments or home-made remedies on the area.

Major:
1. Call the doctor or rescue squad right away.
2. Hold burned area under cold water if possible.
3. Check to make sure no clothing is still burning or hot. If it is, put that area under cold water or gently pull off the clothes.
4. Do not take off any other clothing that is sticking to the burned area unless it is still hot and burning the child.
5. Keep child calm and flat.
6. Lightly cover the area with a dry clean cloth or sheet.
7. Do not pull off any peeling skin or blisters.
8. Do not put any sprays, ointments or home-made remedies on the area.

Chemical:
1. Wash burned area very well with cool water for at least 5-10 minutes. Put child in a cool gentle shower if possible (use a hose if outside).
2. Call doctor or rescue squad.
3. Take off any clothing with the chemical on it while you wash the child.
4. Cover area with clean dry cloth or sheet.
5. Bring chemical or its container with you to the doctor or hospital.

Choking

1. If child can still breathe and talk, let him try to clear his throat on his own for 15-20 seconds.
2. If the child is still choking after 20 seconds hold his chest as he leans away from you (or lay him across your knees). Firmly hit his back 3 or 4 times between the shoulder blades to move the object caught in his throat.
3. If this does not work, you need to do the Heimlich Maneuver.

Heimlich Maneuver

- Put your arms around the child. Put the thumb side of one fist against his stomach. This should be right between his navel and rib cage. (If the child is very small, put your fist over the center of his chest so you don't hurt any of his organs.)
- Grab this fist with your other hand.
- Pull up and under his rib cage 4 times firmly.
- Do this again if necessary.
- If the child still cannot breathe you may have to give him artificial respiration.

Cuts

Minor:
1. Wash cut gently with soap and water.
2. Press gauze or a clean cloth right over the cut to stop any bleeding.
3. After the bleeding has stopped bandage the cut with clean gauze or a bandaid.

Major:
1. Call the doctor or rescue squad right away, expecially if you think any bones might be broken.
2. Do not try to wash deep cuts or wounds with soap and water.
3. Press gauze or a clean cloth firmly on the cut to try to control bleeding.

* Punctures or cuts made by dirty or rusty things can give a child tetanus. Be sure to check with parents about when their child has had his last tetanus shot. A child should have a tetanus shot at least once every 10 years. Be sure to check with your doctor.

Eyes

1. Rinse the eye very gently with cool water. Be sure to get under the lid.
2. Don't let the child rub his eye. Do not rub the eye with your hand, a dry cotton ball or a cloth.
3. Call the child's parents or doctor if the child continues to blink often or holds his eye closed.
4. If the child has chemicals in his eyes rinse them with cool water for at least 5 minutes. Then call the doctor or rescue squad right away.

Fever

1. Have the child lie down as much as possible.
2. Keep him comfortable and give him plenty of juice or other healthful drinks.
3. If the fever continues or goes above 102° -103° call the doctor.
4. High fevers can be cooled quickly by stripping the child and putting him into a bath of cool-luke warm water. If you don't have a bathtub, sponge him off with cool wet cloths.

Nose Bleeds

1. Tilt the child's head back.
2. Gently put pressure on the lower, soft part of the child's nose for a few minutes with a piece of ice wrapped in a wash cloth. If you do not have any ice use a wash cloth run under cold water. Wring most of the water out and lay it across the nose.
3. Call the doctor or rescue squad if you think the child's nose has been broken or if you cannot stop the bleeding after 15 minutes. (It is very common for a nose bleed to start up again after it has stopped. If you cannot stop continuous bleeding then call the doctor or rescue squad.)

Poisons

Child is awake:

1. Give the child a glass of milk or water to dilute the poison.
2. Call the Poison Control Center or rescue squad right away.
3. Do not give the child oils or anything else to eat.
4. Save the label or a sample of the chemical or plant that the child swallowed to show the doctor.
5. Have Ipecac on hand in case the Poison Control Center wants you to use it to make the child vomit. Do not give it to the child unless the doctor tells you to do so.

Child is unconscious:

1. Keep the child's airway open. Clear out anything from his mouth.
2. Call the Poison Control Center or rescue squad right away.
3. Be ready to give artificial respiration if the child stops breathing.
4. Do not give anything to drink.
5. Do not make the child vomit. If he does begin to vomit turn his head so it drains from his mouth and he doesn't choke.
6. Save the label or a sample of the chemical or plant that the child swallowed to show the doctor.

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5 Something for children

THIS IS THE WAY WE WASH OUR HANDS

OLDER ONES

Show the child how to

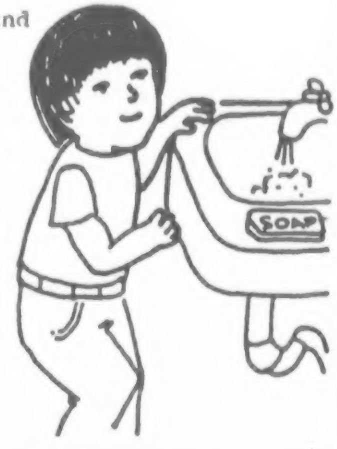
1. Turn on the cold water first, then add hot water until it's comfortable. Stopper the sink and run a few inches of water.

2. Wet the soap and rub it well between the palms to get a good lather. Lay the soap in the soap dish. Rub the suds on the back of one hand and then the other. Take turns rubbing each wrist with the other hand. Fit fingers between each other and rub in a back and forth motion.

3. Rinse the suds off in the water. Splash water on each wrist to get all soap off. Drain the water. Rinse again in running water.

4. Dry with a small towel on the backs, the wrists, between the fingers and the palms. Hang up the towel (or throw it away if paper).

Put on a drop of good smelling lotion. Let the child sniff it. Sing a song about washing your hands.



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5 Something for children

RUB-A-DUB-DUB

LITTLEST ONES

When a child is big enough to sit alone and hold things well, you can begin to teach some good health habits.

After she eats:

Give the baby her own damp wash cloth. Ask her to wipe her hands and mouth. Tell her what a good job she did.

(She may only swipe at her hands but it's a beginning and you can finish the job as you praise her for doing her best. Talk about how nice it feels to have clean hands.)

When you've bathed her:

Give her a small towel and let her first dry her tummy or her toes. Then towel wrap and cuddle her - to help her feel good about bathing.

(Talk about what she's doing - drying, and what she's drying - her tummy. As you towel her, sing a rubbing song or tell a story about getting clean.)

6 Something for yourself

Beside each item, circle Yes if you see it and No if you don't.

See how often your circled word matches the one in the box.

If it matches, you're doing fine.

If it doesn't match, think how you could change the situation.

Stroll through the yard.
Do you see?

poison ivy	Yes	No	NO
glass or breakable things	Yes	No	NO
swing sets in good repair	Yes	No	YES
a boundary fence	Yes	No	YES
animal feces removed	Yes	No	YES

Take a closer look at the bathroom.
Do you see?

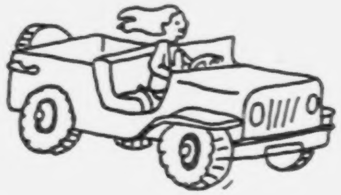
medicines out of reach	Yes	No	YES
a wet floor	Yes	No	NO
individual towels or paper towels	Yes	No	YES
first aid kit	Yes	No	YES
rinsed potty	Yes	No	YES

Poke around under the kitchen sink.
Do you see?

cleaning liquids	Yes	No	NO
insect poisons	Yes	No	NO
bucket and brush	Yes	No	YES
plastic bags	Yes	No	NO
pots and pans	Yes	No	YES

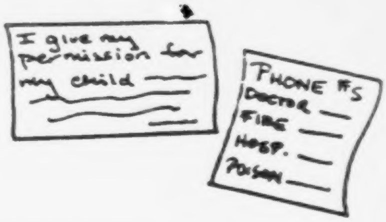
Think about parent pick-up time.
Do you see?

cars entering too fast	Yes	No	NO
toys in the drive	Yes	No	NO
car motor off and brake on	Yes	No	YES
keys left in car	Yes	No	NO
safety seat or belt used	Yes	No	YES



Check your files.
Do you see?

emergency phone numbers	Yes	No	YES
nearest neighbor's number	Yes	No	YES
first aid chart	Yes	No	YES
parent permission slips	Yes	No	YES


I give my permission for my child
PHONE #s
DOCTOR
FIRE
HOSP.
POISON

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7 Something for parents

As your child's caregiver, I need information about your child's health. You can help by filling out this checklist and returning it to me...

My child has had these shots:

DPT

☐ 2 mo ☐ 4 mo ☐ 6 mo ☐ 18 mo ☐ 4-6 yr

TB Skin Test	☐	Red Measles	☐
German Measles	☐	Polio	☐

My child has had these illnesses:

Scarlet Fever	☐	Rheumatic Fever	☐
German Measles	☐	Red Measles	☐
Chicken Pox	☐	Mumps	☐

Accidents ______________________________

____

Operations ______________________________

____

____

Special things to know about my child's health are:

Allergies ______________________________

____

Behavior Problems ______________________________

____

Other ______________________________

____

My child is comforted by ______________________________

____

In an EMERGENCY, I will make every attempt to contact you, the parent. To do this I need the following information:

your name ______________________

your phone number at home ____________

your phone number at work ____________

the name and phone number of a friend or relative ______________________

your doctor (or clinic)______________

the phone number of your doctor or clinic______________________

If you want me to give your child MEDICINE, I will need your written consent. When that time comes, here are the things I will need to know on the consent form.

- your child's name
- the name of the medicine
- the form of the medicine (liquid, pills, salve, etc.)
- how much is to be used
- how often it is to be used
- when the last dose was given
- any special instructions
- your signature

To insure the SAFETY of your child you must make sure that an authorized adult (not another child) picks up and delivers each time. In order to protect your child I need to know:

the person usually doing the pick up

____

the person who will occasionally pick up

____

the name and description of any person doing an emergency pick up ____________

____

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"Health and Safety"

8 When you want to know more

ABOUT HEALTH AND SAFETY

CALL-IN-LINES	Agriculture Extension Service call information and ask for the nearest Agriculture Extension Service office	800-555-1212
	Poison Control Center call information and ask for the nearest poison control office	800-555-1212
	National Health Information clearinghouse health information to callers; tells what community health groups can be helpful	800-336-4797 free call

BOOKS

A Sigh of Relief
by Martin I. Green
good information on first aid and health for children
Cost: about $12.95

Order from: Bantam Books, Inc.
666 Fifth Avenue
New York, N.Y. 10019

Emergency First Aid for Children
by Emily Blair Chewning
step-by-step instructions on how to handle an emergency
Cost: about $4.00

Childproofing Your Home
by Arlene Stewart
clear, easy-to-follow ways to make a safe environment for infants and children
Cost: about $4.50

Order from: Addison-Wesley Publishing Co.
2725 Sand Hill Road
Menlo Park, CA 94025
(Kid's Care Series)

Ask at your local library for these and other books.

THINGS TO SEND FOR

"Keep Your Child From Choking" free
pamphlet gives ways to prevent your child from choking

Order from: Your local American Lung Association

"First Aid for Poisoning" free
pamphlet tells what to do if someone swallows poison

"CPR - Learn It, Use It, Save a Life" free
pamphlet gives a description of CPR

"Red Cross Can Help Protect Them From Harm" free
pamphlet tells about immunizations against childhood diseases

Order from: Your local American Red Cross Chapter

"Your Baby's Safety"
booklet gives practical safety information
Cost: about 20¢

Order from:
Ross Laboratories
Educational Services
Dept. 441
625 Cleveland Avenue
Columbus, OH 43215

"Secrets of Good Parenting - Accident Prevention for Baby's First Year" free
pamphlet gives practical ideas for preventing everyday accidents

Check at your pediatricians office for this and other helpful pamphlets

CLASSES

Local Red Cross

Local Fire Department

These two groups often give free CPR and first aid classes; call and ask

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HANDLING BEHAVIOR PROBLEMS

by Dave Lillie and Debby Cryer

PS 015579

Family
Day Care

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Read this first

Dear Caregiver,

An important part of growing up is learning to get along well with others. Helping children learn to behave kindly towards others is a hard job for both parents and caregivers. When working on a behavior problem with a child, it helps to remember:

A child acts up for a reason, not just to be bad.

You are more able to help a child when you understand why she is acting up.

The best way to handle a problem is by not being too strict or too easy with the child.

A child can be more responsible for what he does if he feels good about himself.

Knowing more about common behavior problems children have can help you understand that acting up is a normal part of growing up.

In this folder are some materials which tell you more about these ideas.

1 helps you get started by talking about why children have behavior problems, and gives you some ways to handle them
2 deals with common behavior problems - sharing, jealousy, anger, temper tantrums, clinging and the "No" child
3 talks about feelings and how important it is for children to feel good about themselves
4 has two activities to help children learn about getting along with others
5 will help you think about how YOU deal with children's behavior problems
6 is for you to read and then give to parents
7 can help you when you want to know more

Sincerely,

David Lillie Debby Cryer

1

Handling Behavior Problems

Why children act up

Adults behave the way they do to meet their needs. So do children. All people share needs for:

1) food, sleep and shelter

2) love and affection

3) doing things for and by oneself

4) feeling successful and proud of what one does

Children can usually meet their needs by acting in ways adults approve of. But sometimes they act up to get what they need because it works more easily or they have not yet learned a better way. Adults need to help children learn acceptable ways to meet their needs. Making sure the child is successful when he uses acceptable ways helps him to learn good behavior.

Basic needs

Most kids get cranky or upset when their basic needs aren't met. These problems are easily solved by a meal or snack if the child is hungry, putting on more clothes if the child is too cold, taking off clothes or giving a cool bath if a child is too hot. As a caregiver, you should notice and take care of these needs.

However, one basic need we often overlook in children is the need for rest. If the young child does not get enough rest, it affects the way he acts. Although we usually can tell when children are hungry, we often don't see when they're tired.

So make sure the children in your care have a quiet place to go and a chance to rest when they need to.

Love and affection

Many of the things young children do are aimed at getting love, affection and approval. In large families, single parent families or overworked families, adults do not always have time to give kids enough attention. As a result, some children act up to get the attention they need. When parents and caregivers spend more time hugging and praising children, many of those problems go away.

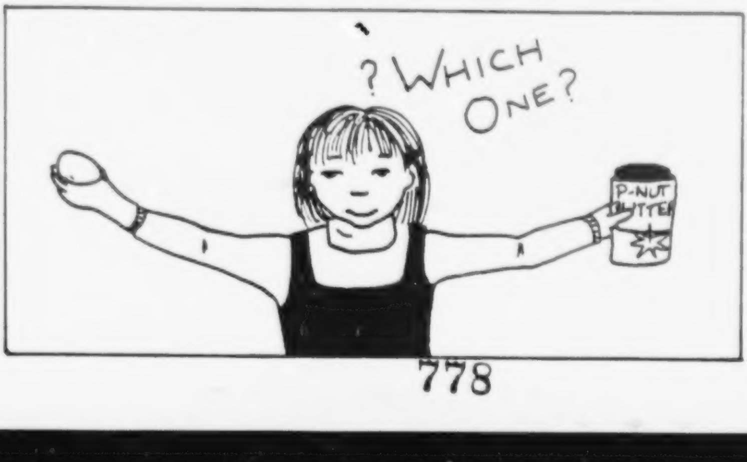
Doing things for yourself

Whether we call it independence, or testing the limits, children are trying to find out who they are and what they can do for themselves. We can avoid some problems by letting children make some of their own choices. This helps them learn to do as much for themselves as they can. Giving choices often helps to avoid angry tantrums and makes routines easier.

Try giving choices about:

- which shoes to wear
- what kind of sandwich to have for lunch
- which toy to play with
- where to go on a walk
- how to play with the blocks
- what to make with the play-dough
- whose hand to hold
- which book to read
- what dress-ups to take outside

Take time to think of new ways children in your care can make their own choices.



Liking yourself

How a child feels about himself makes the biggest difference in how he lives his life. During their early years, children develop their feelings of self-worth, mainly from their parents and other adults in their lives. As a caregiver, you can help children learn to like themselves. You have a challenge to make each child know he is accepted and loved.

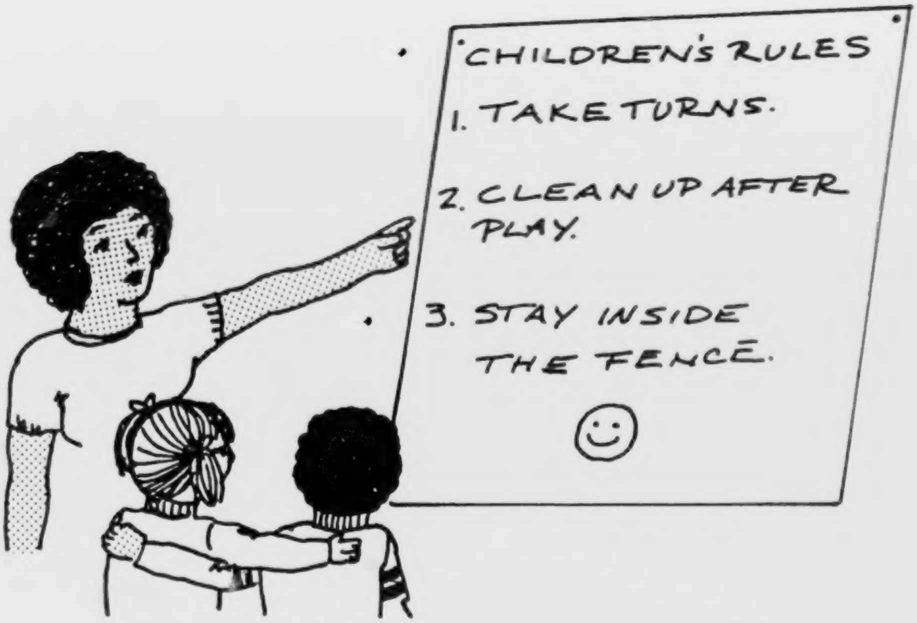
Self-confidence is a big part of liking yourself. Sometimes parents or caregivers expect too much from children and they criticize them for not doing things "right." Self-confidence can be destroyed if you criticize a child too often. On the other hand, if the child is praised for something she didn't really do, or is being praised sometimes but not others, she may become confused. Praising honestly and often, showing respect for the child, setting reasonable goals, and giving lots of love and affection are the most important things you can do to build a child's confidence.

Caregiver's recipe for self confidence

1. Mix heaping cups of trust and love.
2. Stir in lots of encouragement, sharing and fun.
3. Give generously to every child, every day. This will make self-confidence grow and help behavior problems disappear.

ENCOURAGE
SHARE
FUN

Make a copy of this and keep it where you will see it often.


CHILDREN'S RULES
1. TAKE TURNS.
2. CLEAN UP AFTER PLAY.
3. STAY INSIDE THE FENCE.

Making rules for children

A day care home needs a few good rules to help children learn to get along with others.

As children grow older, you can help them understand why you don't allow certain things by explaining and talking about your rules. You will need to be a good model for these rules because children copy what they see adults do. Some rules you might try in your home are:

- No hitting or hurting others.
- Children may play only in certain areas - both inside and outside of the house. You need to make it clear to children where they can and cannot go.
- Preschool and school-age children should clean up after work or play. Toddlers can help too.
- No screaming, yelling or shouting inside the house.

Children's needs . . . cause their actions

When children:	They might need:
fuss, cry, move hands and legs in frustration, whine, take another child's food or drink, get annoyed	to eat or drink
be cranky, rub their eyes, say "No" more than usual, fight sleep, want to be held, have tantrums	to rest when tired
look around curiously, be very active - running, climbing getting into things, not listen to what you tell them to do	to explore their world
cling or cry when they think their parent will leave, be afraid of new adults, hide, go to safe place or person, do things to make sure they they are safe	to feel secure and protected from something that scares them
cry or whine in frustration, lift their arms to have you pick them up, climb up onto your lap, hug you, want their special doll or blanket, do something good or bad to attract your attention	love, affection and feeling of being wanted
do things they see you doing, tell you about what they have done, show off, try to do what they know you like	approval and recognition
take what they think should be theirs, push other children out of their way, not share or take turns, want to do things by themselves, say "No" a lot	to feel important and independent

LISTEN TO CHILDREN WHEN THEY ARE TELLING YOU THEIR STORIES
TRY NOT TO INTERRUPT AND SCOLD

Jeanie came in quite excited and started to tell Mom about the good time she had playing at Betty's house. Mom interrupted Jeanie - rudely and at great length - to scold her for going to Betty's house without permission. Right away Jeanie lost interest in sharing her feelings with Mom. Mom certainly should remind Jeanie of the rule about asking permission, but not by rudely interrupting her. Example: "I want to hear about your visit but I was scared when I didn't know where you were. It is important for you to tell me where your are. Now, tell me. What fun things did you do at Betty's house?"

DON'T USE UNKIND WORDS WHICH MAKE THE CHILD FEEL BAD

Unkind words have unhappy results and they cut off communication. Avoid unkind words that:

Ridicule - "You're acting like a big baby."
Shame - "I'm ashamed of you."
Label - "You're a bad boy. You're acting just like a brat."

Unkind words, spoken without even thinking of their results, make the child feel that he is disliked. They discourage the child and give him a poor concept of himself. Also, unkind words do not get the right results. They only make matters worse.

USE KIND WORDS TO ENCOURAGE AND BUILD UP THE CHILD

Kind words bring happy results! They give the child more self-confidence and help him to behave better, to try harder and to achieve more. They communicate love and respect and create an atmosphere in which problems can be discussed openly and understanding reached.

Suppose the child has spilled his milk on the floor. If you say, "Don't be so clumsy! Just look at the mess you made." - it leads to unhappy results. Or you can say, "Here is a sponge. Please wipe the milk up." - with happy results.

Examples of kind words:

* Thank you for helping me clean off the table.
* You did a good job of washing the dishes.
* That really makes me feel good.
* I love you.
* I like the way you remembered to hang up your coat.

Have you tried this?

There is no "best" way to handle the behavior problems you have when caring for children. Many adults lose their tempers and spank children, but spanking causes more problems than it solves. Spanking should not be used by caregivers. It can harm children and may lead to child abuse. Since children copy what they see adults do, children who are spanked think it's all right to hit others to get what they want.

Here are some better ways of dealing with children's problems. You may be using one or more of them already. If not, try them.

Turn attention to another activity

Andrea and Jason are fighting over the tricycle. Caregiver: "I have a story book here. Who would like to hear about the green fish? I'm happy you want to come over and read with me, Andrea!"

Move a child away from a problem he is causing

"Elwood, you hit J.R. and you know we don't hit here. When you calm down you can come back and play with the others." Caregiver leads Elwood off to a chair by himself. (A preschool child should not be kept away from others or an activity longer than 2 or 3 minutes.)

Let the children work out differences

Talking about problems is much better than fighting or hitting. If the children can talk over their problem with no screaming or shouting, let them work it out. You may have to help younger children talk things over.

Let the adult and children solve the problem

Sidney and Mary are fighting over who gets to use the building blocks. Caregiver: "O.K. kids, how could you share these?" Listen to the children, but if they don't have an answer, you make a suggestion. "Sidney, you could use all the red and blue blocks and Mary, you use all the green and yellow blocks."

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2 COMMON BEHAVIOR PROBLEMS

JEALOUSY

THE "NO" CHILD

ANGER

TEMPER TANTRUMS

CLINGING

SHARING

POINTS TO REMEMBER

1) Jealousy comes from feeling unimportant, unable, left out or insecure.

2) Jealousy among children is normal.

3) Feeling loved, wanted and self-confident reduces jealousy.

4) A relaxed day care home, where children and adults all cooperate, makes for less jealousy.

5) Learning to deal with jealousy in a healthy, self-confident way is an important part of growing up.

HOW TO HANDLE JEALOUSY

- Take a close look at your day care home. Do you give more time and attention to one child than the others? Remember, all the children need your time and attention.

- Don't make comparisons: "Bruce can do that. Why can't you?" "Sue never cries over little things like you do."

- Look at your day care home atmosphere. A relaxed atmosphere, in which people are more important than things, makes for less jealousy. A spirit of cooperation helps prevent some kids from feeling they're being asked to do more than others.

- Try to keep out of little spats between children if you think they can solve it themselves. Putting blame on one child may make that child feel jealous.

JEALOUSY

THE "NO" CHILD

ANGER

TEMPER TANTRUMS

CLINGING

SHARING

POINTS TO REMEMBER

1) Saying "No" is a normal way to become independent.

2) Negative behavior is common for two-year-olds, but happens even more during the threes. It may also happen when there are a lot of changes in a child's life - new baby, divorce, moving, etc.

3) When a child feels bad he needs to know that you understand. But you cannot allow a child to hurt others when he feels bad. You still have responsibility to provide a safe and healthy place for all children.

HOW TO HANDLE THE "NO'S"

* Don't react every time a child says "No" or acts in a negative way. If we turn every "No" at naptime, dressing, toileting and exploring into a crisis, we make things worse.

* When you accept and show you understand a child's negative feelings, then the child might not need to show "No" as often while he grows to be independent.

* If a child feels bad or says "No," he may have a good reason. Listen, understand and accept his feelings without judging him. But don't let him forget your rights and those of others in your home.

* Let the child do as much for herself as she can. Let her help with dressing, bathing and eating. This will help her feel important and independent. Be prepared and patient. Allow plenty of time for the child to finish these activities.

* Think about when a child says "No." Are there times when it's O.K. and you can let him have his way?

* Give children a choice. If Mary has been saying "No" every morning when she's asked to put on her hat, try giving her a choice: "Mary which hat do you want to wear, the blue one or this fuzzy green one?"

THE "NO" CHILD

ANGER

TEMPER TANTRUMS

CLINGING

SHARING

POINTS TO REMEMBER

1) People show anger when they are afraid, guilty, jealous, tired, embarrassed or frustrated.

2) Many children show anger everyday. Some anger is normal and natural.

3) An important role for you as a caregiver is to help each child show her anger in an acceptable way.

4) You can teach a child to handle anger by being a good example yourself. Handle the child's anger calmly. Don't lose your temper, too.

5) Firmly show a child that he has gone too far when his anger hurts others.

HOW TO HANDLE ANGER

* Try to understand the angry child's feelings. Talking about his problem is helpful. Show the child you respect his feelings and want to help him.

* Try not to become angry yourself. If it's not okay for a child to lose her temper, why is it okay for you to lose yours? If you do lose your temper, take time to explain what happened to the child. "I'm sorry I lost my temper and shouted at you. Sometimes grown-ups get angry, too. Let's both work together so that doesn't happen again."

* When the child shows temper in a harmful way, such as when he breaks toys, quickly show him he has gone too far. "Billy, that's enough of that. I don't like it when you throw toys. They may hurt someone or break. If you can't stop, you will need to sit in this chair until you can calm down."

* Remind the child of the rules. Make sure he knows that he can show anger by talking to you, but not by breaking the rules.

ANGER

TEMPER TANTRUMS

CLINGING

SHARING

POINTS TO REMEMBER

1) The way you handle a temper tantrum is important. Stay calm - don't get angry yourself. Show understanding and love, but be firm and consistent.

2) Tantrums are a sign of frustration and anger, usually because the child does not have the chance or the ability to be independent and make his own decisions.

3) Children under three need help working their way out of a tantrum through love, affection and understanding.

4) Older children are probably trying to use a tantrum to get what they want. They need to know there are other ways to get what they want.

HOW TO HANDLE TEMPER TANTRUMS

* Understand the child's needs and frustrations. A child wants to be independent but is not yet big or experienced enough to be so. Anger often comes from the child's not being able to control things around her or to do things she wants to do. During those times, she needs to know you understand and love her.

* When you see frustration building, redirect the child's attention. "Let's pick out a special toy to play with."

* When a child in your care has a tantrum in a public place - keep your cool. Calmly and quickly finish what you have to do. If you're in a store, check out and go home without screaming or fussing at the child.

* Older preschool children (three and up) are probably using temper tantrums as a form of control. Ignore this tantrum. Don't give the child what he wants or show that his tantrum upsets you. Tell him "When you're finished and can use a different voice, we'll talk about your problem."

* Help the child express her anger and frustration in an acceptable way. Explain to her that talking is better than angry actions that could hurt others. "Use words to tell me what you want."

TEMPER TANTRUMS

CLINGING

SHARING

POINTS TO REMEMBER

1) It is normal for children to hug, hold or cling to an adult, especially when they feel afraid or insecure.

2) Children often cling when they have to leave their parents. It is important for you as a caregiver to do all you can to help them feel safe and loved when they are away from Mom or Dad.

3) The more hugging and holding you do the more safe and secure the child will feel. Feeling safe and loved helps the child cling less. Having lots of interesting things to do and nice children to play with may also help the child feel a little less lonely and scared.

4) Different children need different amounts of hugging, holding or just being near you. Don't force a child to do things on his own before he is ready.

5) Talk with parents to see if the child clings to other adults at home. Work together to help the child feel safe and secure, both at home and at day care.

HOW TO HANDLE CLINGING

* Some children cling to a caregiver because other important adults have left them at scary times or places. If this is so, be sure to tell the child where you are going if you have to go out of her sight.

* Don't get angry at a child for always following you around. Stay calm, take time to hug or hold him then help him find other friends and activities he will enjoy doing.

* Give each child in your care a special time alone with you each day. Read a book together, rock in a chair or just hold hands as you play in the leaves. Make sure the child knows just how special he really is to you.

* Watch the child carefully for times when he does not cling. Think about what makes him feel safe at these times and try to include those things in your other day care times together.

* If you need to be away from the child's play space for a few minutes, let the child come with you. Or if that isn't possible bring a toy or game to a nearby room or hall so the child can still see where you are.

POINTS TO REMEMBER

1) If you recognize a child's right to own things, then, as he grows older, he will share more easily.

2) To share, a child first needs to feel secure enough to let go.

3) Children under three years old should not be expected to share. It will still be difficult for a child three or older to share. Don't force this. Help the child learn through many happy experiences with sharing.

4) Having several of the same or similar toys is helpful when children have trouble with sharing.

5) Adult help in sharing is sometimes needed. Put away toys kids always fight over and bring out new toys.

HOW TO HANDLE SHARING

* Provide several same or similar toys for children to play with. If you have two toddlers, you should have two of many of their favorite toys.

* Keep sharable toys to use when two or more children are playing together. These toys might include building blocks, tea sets, farm animals, etc. Play with the children and talk about their sharing.

* Have the children in your care bring a special toy to your home, especially to share with others.

* If your own child doesn't share toys with the kids you care for, talk with your child before others arrive. "David is coming to play with you and your toys today. Which toys do you want to share with him? Which ones are special that we should put away?"

* If a fight begins, a good way to handle it is to say something such as: "Jill is not ready to share her telephone yet so we'll put it away for now. And let's find something else for each of you." In this way, you recognize the right of the child to be independent and own something while stopping an unpleasant scene.

* Adults and older kids who share can show young children good examples, such as sharing a treat, sharing a chore, sharing the comics, etc.

* Make sure to point out and praise good sharing. "How nice! Joe is sharing his toy farm with you!"

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"Handling Behavior Problems"

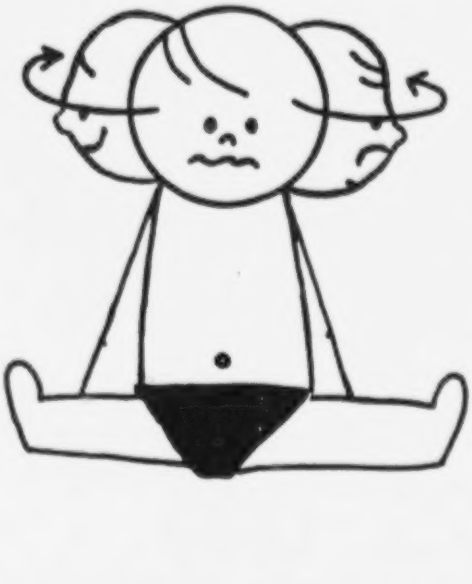
3

A CHILD IS WHAT HE LIVES

A baby's personality develops like his body. What happens to him from the very first helps to build how he will behave the rest of his life.

POSITIVE FEELINGS

If he feels good about what happens to him, he will feel good about himself. He will behave that way again.



NEGATIVE FEELINGS

If he feels bad about what happens to him, he will feel bad about himself, and will think he is not "ok".

How a child feels about himself and the world around him depends on who takes care of him and how they treat him. Most of us have some good and some bad feelings about ourselves.

TO GROW UP HAPPY, EVERY CHILD NEEDS:

TO FEEL LOVED

- to be held and played with
- to know that his parents and caregivers love, want, and enjoy him
- to know that what happens to him matters to someone

TO FEEL ACCEPTED

- that adults like him for himself, just the way he is
- that they like him all the time, and not only when he acts the way they want him to act
- that they always accept him, even though they may not approve of the things he does
- that they will let him grow and develop in his own way

TO HAVE A MODEL

- to have grown-ups around him who show him by their own example how to get along with others
- to have friendly help in learning how to behave toward persons and things

TO HAVE A FEELING OF ACCOMPLISHMENT

- that his parents and caregivers want him to grow up and that they encourage him to try new things
- that they have confidence in him and in his ability to do things for himself and by himself

SOMETHING TO BELIEVE IN

- a set of moral standards to live by
- a belief in the human values - kindness, courage, honesty, generosity and justice

TO FEEL SAFE

- that his home is a good safe place he can feel sure about
- that his parents and caregivers will always be on hand, especially in times of crisis when he needs them most
- that he belongs to a family or group; that there is a place where he fits in
- that they will help him when he must face strange, unknown and scary things

TO LEARN THAT HE IS RESPONSIBLE FOR WHAT HE DOES

- that blaming others or the situation does not excuse him for what happens
- that if he unknowingly hurts someone, it is his duty to try to correct it

TO LEARN SELF-DISCIPLINE

- that there are limits to what he is allowed to do and that adults will hold him to these limits
- that though it is all right to feel jealous or angry, he will not be allowed to hurt himself or others when he has these feelings

THE UNHAPPY CHILD

There are certain signs an adult can look for that may warn you that your child's personality is not growing as it should. If you notice any of these signs, the parent and child may need help.

You can get help from the county health department, mental health center, family doctor, or teacher. Think about getting help:

(1) if a child often hurts himself or others when he gets upset or angry.

(2) if a child never enjoys playing with other children or always seems afraid of new people and things.

(3) if a child does not like to try to do things for himself.

(4) if a child does not seem to be walking, talking, eating, or sleeping as other children his own age.

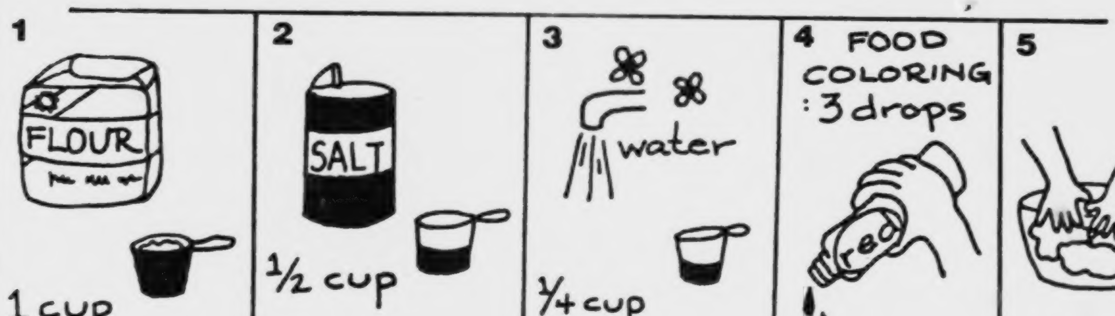
(5) If he has problems in school.

N. C. DEPARTMENT OF HUMAN RESOURCES
DIVISION OF HEALTH SERVICES
PERSONAL HEALTH SECTION

4 Something for children

SHARING

1. Use this recipe and let each child make his own portion of art-dough.
2. Have each child choose a different color to make.
3. As they work, suggest that they share or trade small pieces of dough so that each child can have more than one color.
4. Explain to the children that they have shared and point out how sharing helps. Don't worry if some children don't want to share. Let them play with their own dough and try again on another day.


1
FLOUR
1 cup
2
SALT
1/2 cup
3
water
1/4 cup
4 FOOD COLORING : 3 drops
red
5

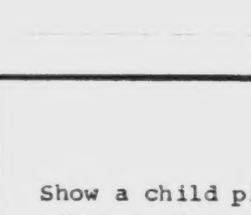
4 Something for children

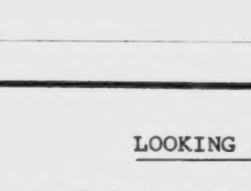
LOOKING AT FACES

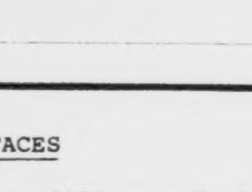
Show a child pictures of faces which show different feelings. Use pictures from a magazine, storybook or draw them yourself.

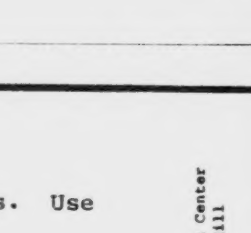
With the younger ones - talk to the child about each face. Name the faces - "This is the happy face, this one is crying," etc. Use YOUR face to show the same feeling the picture-face shows. See if the child can make the face, too.

With the older ones - Help the children name each face. Talk about: What might happen to make your face look happy like this one? What would you do if your friend looked sad like this?









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5 Something for yourself

HOW AM I DOING?

Beside each example below, check ☐ Yes if that's how you would handle it or ☐ No, if you would handle it differently.

On the back of this card you will find our answers. How do your answers compare with ours?

1. Three-year-old James wet his pants. When the caregiver discovered this she said, "You naughty boy. You don't wet your pants in my house. You know better."

   ☐ Yes ☐ No

2. William and B.J. are fighting over a toy. B.J. has William down, pulling his hair. William is trying to hit back. The caregiver lets them fight because they have to learn how to stand up for themselves.

   ☐ Yes ☐ No

3. Four-year-old Elvira kicked over the block tower Jason just made, then kicked Jason on the leg after he screamed at her. The caregiver said, "Elvira, you cannot kick other children. You go in the other room now and play by yourself, until you are ready to play without hurting the other children."

   ☐ Yes ☐ No

4. Todd, a new three-year-old in the group, does not want to play with the other children and stays constantly at the caregiver's side. Finally, the caregiver says as she pushes Todd toward the play yard, "Todd, what's the matter with you? You're a big boy now, don't be afraid to play with the other children."

   ☐ Yes ☐ No

5. Four-year-old Calvin wants to go outside and play. The caregiver says: "Put away the toys you were playing with first, Calvin." "I don't want to," says Calvin. When she tells Calvin he cannot go outside until he puts the toys away, he throws himself on the floor screaming in a temper tantrum. Giving Calvin as little attention as possible, she suggests to the other children in the room that it will be more pleasant if they play in the other room or outside. Then the caregiver tells Calvin, "When you are finished we'll talk about it." She lets Calvin continue his tantrum until he gets tired.

☐ Yes ☐ No

HERE ARE OUR ANSWERS. HOW DID YOUR'S COMPARE

1. No. Three year olds often have toileting accidents. The child will feel better if you handle this calmly. You might turn the accident into a learning time as the child learns to change his own clothes. Remind the child to use the toilet more often.

2. No. When you let children fight and hurt each other, they think you approve of this. You should stop the fight, separate the kids until they are calm, and then help them use words to talk about the problem.

3. Yes. Without getting angry, the caregiver stated the rule and separated the child until she became calm.

4. No. Because Todd is new, he needs time and affection from you to feel secure. "I know that this is your first week here, Todd. You don't really feel safe yet, do you. Let's go outside together and see what you'd like to do in the play yard."

5. Yes. Children over two years old usually use temper tantrums to get attention. The caregiver is sticking to the rules while not giving Calvin the attention he wants.

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University of North Carolina at Chapel Hill
"Handling Behavior Problems"

6 Something for parents

Dear ______________________

Helping children feel good about themselves is an important job that we both have. Here are three things that I am trying to do every day as I care for your child. I thought you might like to have a copy too.

Sincerely,

____
(Your child's caregiver)

USE KIND WORDS TO ENCOURAGE AND BUILD UP THE CHILD

Kind words bring happy results! They give the child more self-confidence and help him to behave better, to try harder and to achieve more. They communicate love and respect and create an atmosphere in which problems can be discussed openly and understanding reached.

Suppose the child has spilled his milk on the floor. You can say, "Don't be so clumsy! Just look at the mess you made." - which leads to unhappy results. Or you can say, "Here is a sponge. Please wipe the milk up." - with happy results.

Examples of kind words:

Thank you for helping me clean off the table.

You did a good job of washing the dishes.

That really makes me feel good.

I love you.

I like the way you remembered to hang up your coat.

DON'T USE UNKIND WORDS WHICH MAKE THE CHILD FEEL BAD

Unkind words have unhappy results and they cut off communication. Avoid unkind words that:

Ridicule - "You're acting like a big baby."

Shame - "I'm ashamed of you."

Label - "You're a bad boy. You're acting just like a brat."

Unkind words, spoken without even thinking of their results, make the child feel that he is disliked. They discourage the child and give him a poor concept of himself. Also, unkind words do not get the right results. They only make matters worse.

LISTEN TO CHILDREN WHEN THEY ARE TELLING YOU THEIR STORIES
TRY NOT TO INTERRUPT AND SCOLD

Jeanie came in quite excited and started to tell Mom about the good time she had playing at Betty's house. Mom interrupted Jeanie - rudely and at great length - to scold her for going to Betty's house without permission. Right away Jeanie lost interest in sharing her feelings with Mom. Mom certainly should remind Jeanie of the rule about asking permission, but not by rudely interrupting her. Example: "I want to hear about your visit but I was scared when I didn't know where you were. It is important for you to tell me where your are. Now, tell me. What fun things did you do at Betty's house?"

From: Discipline, by Betsy Schenck, Virginia State University, Co-operative State Exetnsion.

7 When you want to know more

ABOUT HANDLING BEHAVIOR PROBLEMS

BOOKS

How to Discipline with Love
by Fitzhugh Dodson
practical ways to discipline children
Cost: about $3.50

Order from: The New American Library
1301 Avenue of the Americas
New York, NY 10019

Parent Effectiveness Training
by Thomas Gordon
describes a method of talking to children
Cost: about $3.95

Order from: New American Library
Box 999
Bergenfield, NJ 07621

The Parent's Handbook
by Don Dinkmeyer and Gary D. McKay
provides handy ideas for parent-child relations
Cost: about $6.95

Order from: STEP Coordinator
AGS
Publishers Building
Circle Pines, MN 55014

Discipline without Shouting or Spanking
by Jerry Wyckoff and Barbara C. Unell
practical solutions to most common preschool behavior problems
Cost: about $4.95

Ask at your local library for these and other books.

THINGS TO SEND FOR

"Your Child's Fears" (Stock No. G325) booklet gives ways to help children deal with their everyday fears
Cost: about 20¢

Order from:
Ross Laboratories Educational Services
Dept. 441
625 Cleveland Avenue
Columbus, Ohio 43215

CHILDREN'S BOOKS

The Temper Tantrum Book
by Edna Mitchell Preston

I Want It
by Elizabeth Crary

I Want to Play
by Elizabeth Crary

My Name is Not Dummy
by Elizabeth Crary

I Can't Wait
by Elizabeth Crary

Order from:
Toys 'N Things Press
906 North Dale Street
St. Paul, MN 55103
Cost: about $3.95 (each)

Ask at your local library for these and other children's books.

CALL

Your County Mental Health Center for help with children's problems. Ask for the children's specialist.

fee, if any, depends on income

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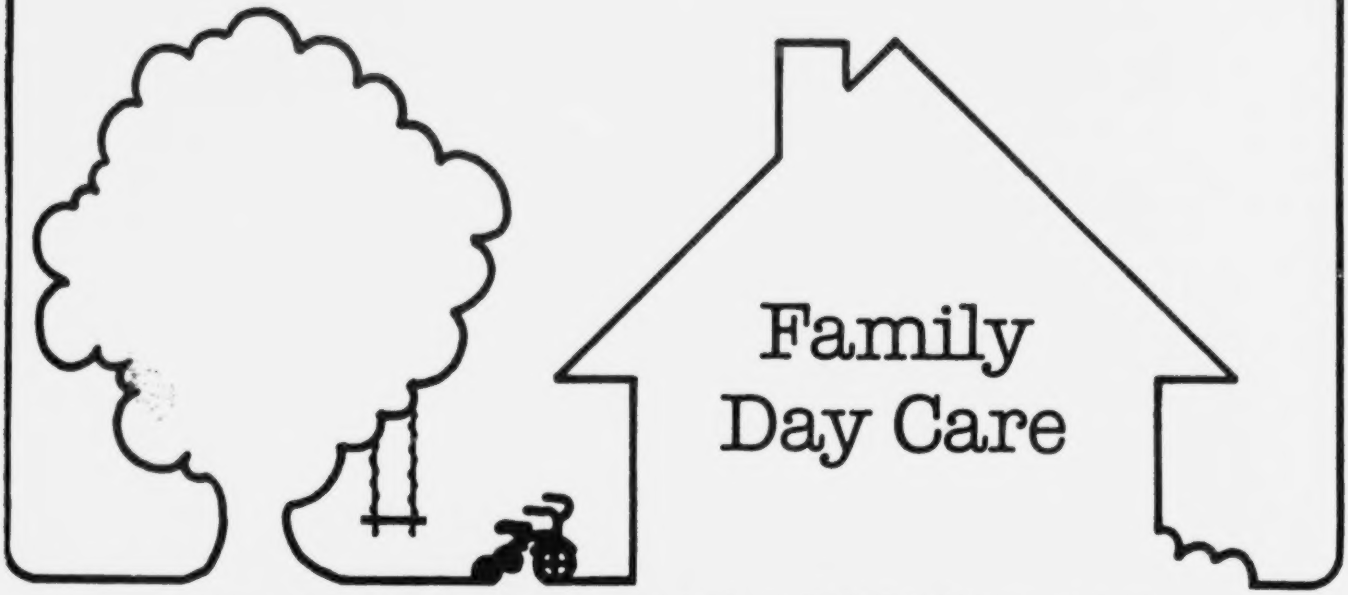
GROWTH AND DEVELOPMENT

by Joe Sparling and Tom Richey



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Read this first

Dear Caregiver,

Many caregivers, like yourself, enjoy watching kids grow. It can be very satisfying to see children gain the skills that you have worked so hard to teach. When you agree to care for someone's child, you are accepting some of the responsibility for the growth and development of that child. If you know some principles of growth and development, this task will be easier. Here are some ideas that may help:

Most children follow a regular pattern of growth.

Children differ in the speed in which they grow.

Language is one of the most important things in a child's overall development.

Each child has his or her own set of strengths and weaknesses.

In this folder are some materials that will start you thinking about these ideas.

1 states very briefly what children are like from infancy until they are five years old
2 is a set of leaflets that will tell you more about how children behave at different ages
3 will help children learn about growth and development
4 is a way for you to plan for the needs of each child
5 is something for you to read and then give to parents
6 takes you one step further when you want to know more

Also, remember that you are still growing, too! Children may change much faster than adults, but over the years we grow richer with the new things we learn.

Sincerely,

Joe Sparling Tom Richey

1

Growth and Development

The way children speak, move, think and play with others depends a lot on their age. You can expect older children to behave differently and need different things than younger children.

When you are ready to start planning play-and-learn time, you will want to think about how old the children are. They will play better and learn more when they have toys and games that match their age and experience.

This outline of the first five years tells what children are likely to do at different ages. The hints on what to "let them do" will help you arrange space for learning and playing in your home.

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"Growth and Development"

INFANTS:

need activity and play for stimulation

need to use their senses to learn about the world around them

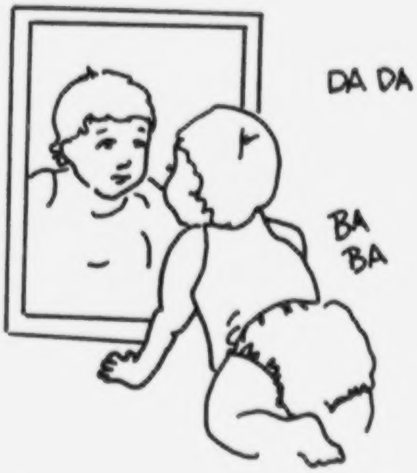
need to copy what others say and do

LET THEM:

see different objects and move different places

hear you speak softly to them and feel your touch

hear you say the sounds they make



Learning about self. . .

ONE-YEAR-OLDS:

get into everything

like feeding themselves (with help)

play better alone or with an adult than with other children

LET THEM:

get safe things off low shelves

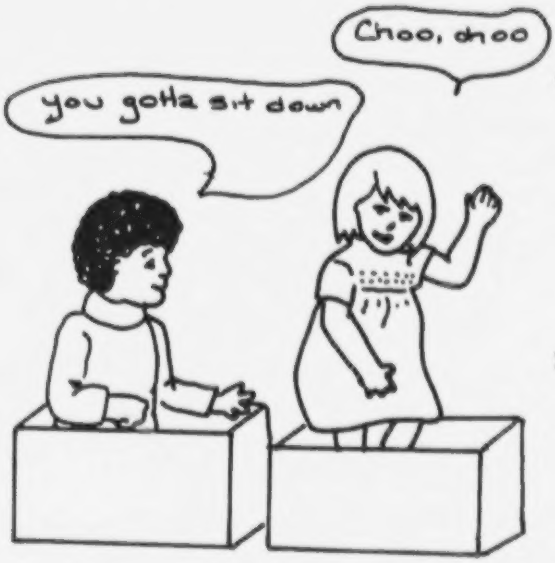
have finger food

move about freely

roll a ball to you

hear you say what things are "This is a big ball."

On the move . . .



Imagining what it is like. . .

THREE-YEAR-OLDS:

- play with others their own age
- spend time at one activity
- play with small toys or toys with many pieces
- may become bossy

LET THEM:

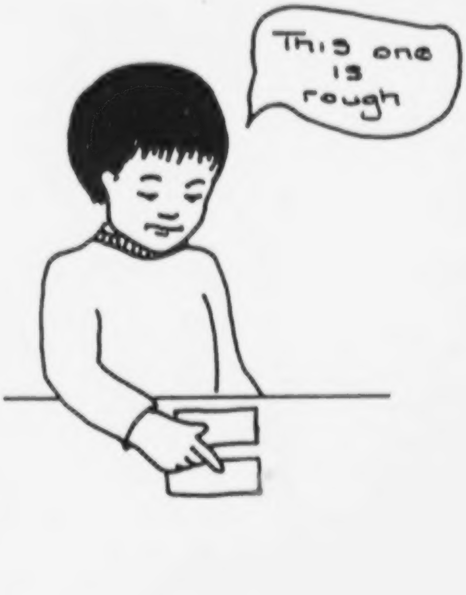
- gather in a group to hear a story
- work with pegboards or paper and crayons
- help with simple household chores
- know that you understand
- play actively indoors and out

FOUR-YEAR-OLDS:

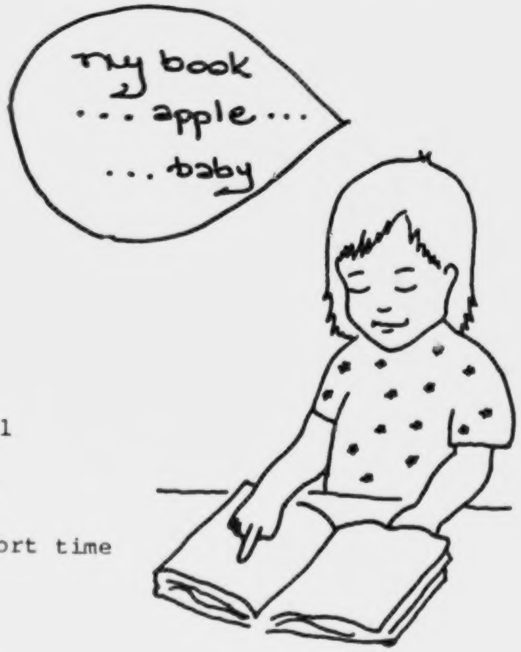
- begin to reason
- are very imaginative
- like to feel important
- control their movements

LET THEM:

- sort and classify groups of objects
- pretend to be different people or things
- know when they are doing something well
- work at making things (like cooking)



Making order out of the world. . .



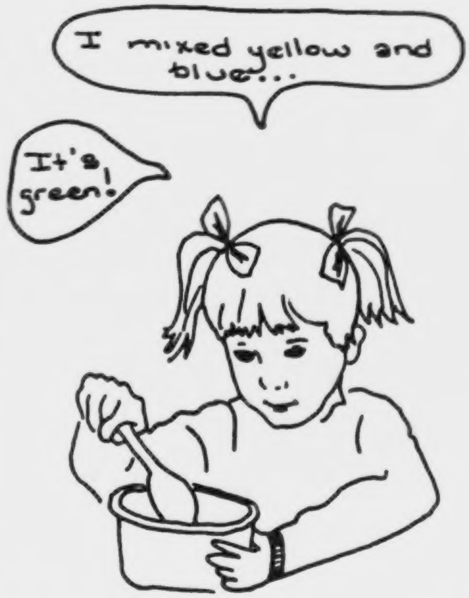
TWO-YEAR-OLDS:

- may still stumble and fall
- want things their own way
- play with things for a short time
- don't understand sharing

LET THEM:

- play and move in open space on their own
- have their own set of play-things
- hear stories about familiar people and objects
- play with other children in games that don't need cooperation

Learning words for
for many things...


I mixed yellow and blue...
It's green!

"Why?"

FIVE-YEAR-OLDS:

- enjoy longer projects
- can solve simple problems
- like to count numbers
- show interest in words and books

LET THEM:

- see words written
- have time for free-play
- string things on shoe laces
- play number games like lotto and dominoes
- see their names and other words written

Learning takes time

To help children feel successful with learning, it is important for you to know that children learn slowly, bit by bit. A child will first learn to tear paper, then to cut with scissors. Then the child will learn to cut out shapes or pictures. Most skills are learned in this slow step-by-step way.

To help a child feel successful, you can encourage and praise him at whatever step he is. Do not expect or force a child to do things before he is ready.

What you can do

You play a very important part in how the children in your care grow and learn. Unless young children are given the attention they need, their minds and personalities will not develop to the fullest. One of the most important things you can do for children is to keep alive their natural interest and curiosity. In order to do this, remember to:

- Talk often to children. Even tiny babies need to hear you talk to them. It helps them learn to think and talk.
- Look into the child's eyes and use his name when you talk to him. It helps a child feel important and special.
- Talk about what you are doing during routines: how the food looks and tastes, why we wash our hands.
- Ask children many questions so they will have a chance to tell you about the things they are interested in. They need to practice talking and thinking.
- React with praise and delight when children make or do something. It helps them feel happy with what they can do.
- Ask the children to tell you about the pictures they draw. Print what they tell you on the page and read it back to them. It helps them know that they have good ideas.
- Hang things your children enjoy where they can see them. Put pictures the children made on the refrigerator door. Put photos of the children up on walls or in a photo album they can look at. Talk about these pictures with the children.
- Talk to parents about what their children do at your home. Listen to what parents tell you. Share ideas about what you both can do to keep the children happy as they grow and learn.

Perhaps this outline has started you thinking about how children grow and change. You will find some children do not follow this pattern exactly. You can expect a few children to be slower than most. Others will surprise you with how fast and easy they catch on. The most important thing is the individual care and attention you give each child.

* For more ideas and information on the school-age child see the packet "Care for the School-Age Child."

2

Children

Children

Children

. . . Understanding them

and helping them grow . . .

These pamphlets were originally financed by the Appalachian Regional Commission 202, Child Development Funds, and as such are not copyrightable. They may be freely reprinted with the customary crediting of the source.

Produced in North Carolina by:

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The Infant

Birth to
Twelve Months

During the first year the baby's body grows very quickly. In fact, growth is so great that his birth weight may triple by the end of the twelfth month. The child's length may double.

Most babies learn to do skills like these during the first year:

- lift his head and chest
- hold a rattle
- roll over
- recognize familiar objects and reach for them
- sit alone
- creep and crawl
- pull himself up to a standing position
- speak one or two words and understand their meaning

During this important time, the baby needs many new things to hear, see and touch in a safe way. He needs to be able to move freely so that muscles will grow strong.

- Mobiles on the crib and colored pictures or toys in the room give baby interesting things to see.

- Toy rattles, bells, records and music boxes can give baby new things to hear.

- Safe toys made of different materials can give baby fun things to touch and feel.

- The chance to kick, push up, shake toys or rattles, throw and push objects, creep and crawl helps muscles grow.

The baby needs a great deal of love and attention. He needs to have someone hold him, talk and sing to him and play with him often.

The baby needs to feel safe, to know that his needs will be met as they arise. He needs to know he will be comforted when he is hurt or unhappy. This sense of trust or feeling of being safe comes from having a few adults give him the loving care and attention he needs.

The first months of a baby's life are spent "getting ready" for talking. He listens to the many sounds around him and learns to tell them apart. When the baby is about seven months old, he will be very interested in words and sounds. He is able to repeat sounds such as "Da-Da" and "No-No". It is very important for adults to spend a lot of time talking to him during his first year of life - even if he isn't talking back yet!

As the baby grows, he will be more aware of the people in his world. Hopefully he learns that the world is a good place. He copies others, especially adults, and may learn to wave bye-bye or play pat-a-cake. He learns what the important people around him are like and what to expect from them.

Learning Experiences

Skills	Activities
Watches things move	Hang a colorful mobile on the crib and place colorful pictures in the room. Move a rattle or toy slowly in front of his face so his eyes will follow the toy.
Eyes and hands begin to work together	Let him grab for an object (rattle, blocks, plastic containers) in your hand. Then let him hold it, bang it, and shake it. Have different shaped objects such as blocks and containers for him to pick up and hold. He will probably like to put them in his mouth so be sure they are clean and too large to swallow. Give baby safe smaller things to put into a larger container.
Eyes, hands and ears begin to work together	Shake a rattle behind the baby's head. Let him turn and grab the rattle.
Feels many textures	Offer the child toys of many textures (fuzzy, hard, soft). Talk to him about how they feel.
Learns about self	Use safe mirrors for the child to look at himself.
Grabs and pulls	Attach a toy to a string so that the child can pull it across the floor, table, bed, etc.
Hides and finds	Play peek-a-boo with the baby. Cover his face with your hands. Hide a toy partially under a blanket and let the child find it. Hide a toy completely with a blanket. Then let him find it. In this way he learns that the objects which are out of sight are still there. Put a toy in an unbreakable container with a top and let him find it.
Muscles work and grow strong	Give baby many chances to be on the floor. Help him to stretch, turn over, creep, crawl, pull up. Roll a ball and let the baby crawl to it.
Interest in sounds and words	Talk to the baby. Point out his toes, nose, eyes, ears, arms, etc. Say "Up you go.", "Down you go.", "The ball is over there." Talk about pictures he looks at.

The One-Year-Old

During this year, the child's body continues to grow, but not quite as fast. The child will gain weight, but not as quickly as before. Motor skills grow at a rapid rate.

- He is able to walk more steadily and learns to run with little falling.
- He curiously explores his world and seems to "get into everyting".
- He enjoys climbing and may practice on furniture, cabinets and stairs.
- He learns to feed himself, but spills should still be expected.

Another big change that happens between 12 and 24 months is the way a child can begin to express himself and his ideas with words. The child's vocabulary usually grows from 2 or 3 words to about 270 words. As he gets close to age two, he will begin to:

- use 2 and 3 word sentences
- use the pronoun "me" and "mine"
- say "No" often
- act out his independent feelings and use words to tell you how he feels

For the first time he wants to, and can, do some things for himself. Temper tantrums often occur when the child gets frustrated or wants to be independent against the wishes of others.

Through this period of the child's life he enjoys playing by himself and will have trouble sharing toys. He enjoys games and activities he can play alone or with an adult such as:

- block building
- catching a rolling ball

As the child's body growth slows down, his appetite may decrease and he may eat less. His body usually becomes thinner and he seldom is the "plump, fat baby" he once was.

Toilet training may begin when the child is 24 months. Bowel control usually happens before urinary control.

Learning Experiences

Skills	Activities
Wants to know more about himself	Stand or sit with the child in front of a safe mirror. Talk with him about the way he looks. Help him to move new ways in front of the mirror.
Able to recognize objects, animals, people from a picture or toy	Put out a set of farm animals for free play. Talk about the animal's name, the sound it makes, its color or other characteristics. Look at easy picture books. Let the child point to objects, animals, and people as you name them. Talk about the pictures.
Is very active; enjoys running, climbing and throwing	Give many chances for free, active play both outdoors and inside. Put out small balls and bean bags for free play. Child can throw ball to an adult or at an object.
Able to move objects with his hands and fingers	Have free play with small blocks: large, hollow blocks; containers and cubes which can be stacked. Have free play with large plastic nuts and bolts. (Be sure the items are easy to hold and move) Help the child to place blocks, cubes, and other small items into a container. Put out containers with loose fitting lids. Help the child to open and close them.
Can understand a few basic ideas, i.e., texture, size, why and how some things happen	Talk about size of objects. Say, "This is a big ball.", "This block is smaller than that block." Talk about textures of things the child feels. Say, "The rock is hard.", "The blanket is soft." Talk about how and why things happen. Say, "If you turn over the cup, the juice will spill.," or "If you stand in the rain, you will get wet."

The Two-Year-Old

The two-year-old is more sure of himself and what he can do than at an earlier age. He likes to run and climb' romp and shove; push, pull and grab. He walks alone up and down stairs and stays busy exploring the world about him. He likes to try out the things adults do, especially around the home. He is full of energy and very enthusiastic.

He is talking more and more. His sentences are more complex and may be as long as two to five words. The two-year-old is able to use words to tell you what he wants. He can also tell you about how he feels about others. A two year old uses language to learn about the world around him. He still enjoys copying others and likes to repeat nursery rhymes and movements of others. He may enjoy:

* copying dance movements
* singing
* pat-a-cake
* peek-a-boo
* simple finger plays

The two-year old likes stories about himself, his daily activities, animals and other real things or situations in his life. However, the stories must be simple and short as the two-year-old's attention span is still not very long.

Because the two year old cannot pay attention for a long time he should not be expected to sit still or play with a toy for more than just a few minutes. Most of the time he should be free to choose his own activities and should not be forced to join a group. At this age, the child has an interest in how the mother and baby relate to each other. He may begin for the first time, to join in dramatic play. The child may take care of a doll or a teddy bear, or he may pretend to shop at the grocery store with his doll or teddy bear. Make believe play is short and simple and usually does not involve other people.

The child at this age enjoys using his hands and fingers in play activities. He likes to fill and empty containers, to put in and pull out, to take apart and fit together. Toys and equipment which let him play this way will probably be his favorites. The two-year-old is usually self-centered in his relationships with others. Sharing is very hard at this age. The child may enjoy playing near other children, but he most likely will not play with other children.

By two and one-half years of age, the child may become inflexible and rigid. He wants what he wants when he wants it! He may also be very demanding and stubborn. Temper tantrums may happen very often. The way the two-year-old acts makes him hard to live with at times. However, this behavior is a part of his learning that he is his own person and that he can be independent.

Learning Experiences

Skills	Activities
Very active, cannot pay attention for a very long time	Give pushing and pulling toys. Have play with a pounding bench or punching bags. Use both indoors and outdoors for active free play - climbing, running, sliding and tumbling.
Interested in using his hands and fingers together, able to stack a few blocks, pull apart, fill and empty containers	Give stacking cups or blocks for stacking and unstacking. Give pop-apart toys for taking apart such as pop beads. Have large beads for stringing. Make sure there are many chances for filling and emptying containers with sand, water, rice, beans, rocks, etc.
Able to use words to tell you about his wants and feelings, learns many new words	Talk with the child so he will talk with you. Use pronouns such as "I", "me", "you", "they", "we". Help the child to use these words. Talk with the child about pictures. Ask the child to point to objects or name them. Add words to what he says. Give easy directions to follow. "Please close the door." or "Pick up the doll." Be sure to make this a fun game. Teach children the names of unusual objects such as fire extinguisher, thermometer, or screwdriver.
Likes to copy what others do	Do finger plays. Say nursery rhymes. Help the children to repeat them. Play "I am a mirror". Stand or sit facing the children and have them copy everything you do.
Likes to do dramatic play	Put out dolls, dress-up clothes, a buggy, doll beds, and toy telephones for pretend play.
Able to use his hands and fingers to do more things	Put out crayons, chalk, paint and paper for scribbling and painting. Let the child "paint" the sidewalk, building, or wheel toys. with clear water and a brush. Give twos many chances to play with play dough and finger paint.

The Three-Year-Old

Most of the time, the three-year-old is a delight to parents and caretaker. He often tries hard to please them and do what they say. Children of this age love to hear praise and friendly words about themselves. Usually, the youngster becomes more cooperative and likes to do new things. He seems to feel more secure about himself and in the way he gets along with others. His sense of humor is growing and he begins to have fun with riddles and practical jokes.

You should not expect total cooperation from the three-year-old, however. He still shows his independence and may do things like a younger child. Problems may also occur when the child is three as he may become bossy. He begins, too, to make strong friendships with a few children in his group. Because of this he may not want to play with some of the others in his group. Other problems may come up as he begins to test his limits.

Since three-year-olds can talk much better it makes life easier for him and for those around him. He can tell you his needs, ideas and questions. This is good, for it is a great way for the child to learn new ideas.

His muscles have also been growing stronger so many daily activities are much easier for him. He will probably learn to do many of these things:

- walk on tip-toes
- stand on one foot
- hop on both feet
- ride a tricycle
- climb down steps
- jump side ways 1½ feet
- build a tower of 6 to 9 blocks
- make a bridge of 3 blocks
- catch a ball
- paint or draw with up and down, sideways, and circular motions

Small muscle skills will become better and better. He is able to control his hand and arm muscles so that his drawings, paintings and scibbles are more clear. Toys such as puzzles, pegboard and peg sets, parquetry sets, as well as art activities are fun for a child at this age. He is also much better at feeding and dressing himself.

Because three-year-olds have a little longer attention span, it makes it possible to have short group times such as story time or music time. The child is also able to spend more time at one activity.

The three-year-old usually enjoys playing with others and needs many chances to play with those of his own age. Sharing is a little easier now than it was when the child was two years old, but problems over whose toy it really is may still happen. The child will spend more time in dramatic play. He enjoys dramatic play about his community and community helpers. This is a time when the child has a strong need for someone to understand his feelings.

Learning Experiences

Skills	Activities
Large muscles are growing stronger	Be sure to have lots of time for active free play indoors and outdoors. Make time for climbing, jumping, and riding wheel toys. Play follow-the-leader with very active body movements.
Better control over the way hands and fingers work together	Have free play with blocks of various sizes, shapes and textures. Put out many toys and activities like pegboard and peg sets, tinker toys, or puzzles. Let children dress and undress themselves, serve food, set the table, water the plants.
Talking becomes clearer, sentences are longer, child learns many new words	Give many chances each day for reading stories to children in a group or alone. Get children to tell their own stories. Help children to talk about anything of interest.
Begins to know about numbers, usually has an idea about 1, 2, and 3, can count a few numbers in a row but may leave some out	Count many objects, like cookies, cups, napkins or dolls. If you can, move them as you count. Let children count them. Put up numbers in the room. Use calendars, charts, scales, and rulers.
Enjoys music, may be able to carry a tune or show rhythm	Have music activities each day. Sing songs, move to rhythms. Move body to music. Help children to make up songs.
Wants to know why and how things happen	Give new experiences which stir up questions. Answer the questions simply and honestly. Use books with the child to find answers. Have simple science activities: * what will the magnet pick up? * freeze water, make ice cream * plant seeds * make a terrarium * fly kites on a windy day
Enjoys art activities	Have lots of activities with paint, crayons, chalk, colored pens, collage materials, clay, or play dough. Let the child use them in his own way.

The Four-Year-Old

The four-year-old is much more able to control his motor skills. This control makes his drawings become clearer pictures of his world - a house, person, or flower. The following motor skills may take place during this year:

Large Motor Skills

- run on tip toes
- hop on one foot and gallop
- throw a ball overhand
- pump himself as he swings

Small Motor Skills

- unzip, unsnap and unbutton clothes, able to dress himself
- cut on a line with scissors
- lace shoes
- make designs and crude letters

The four-year-old may be very active and agressive in his play. His activity level is high and he races up and down stairs or around corners, dashes on his tricycle or scooter, kicks, hits and breaks things. His fast pace often seems "out of bounds" in many of the things he does.

His attention span is longer and he will tend to finish many activities that he starts. He may even spend a good deal of time planning an activity before he begins. With his longer attention span, he can enjoy more group activities. He can listen as well as share in story and music time.

The imagination of the four-year-old is vivid and seems to have no limit. Pretend playmates often become a part of the childs play. This imagination may carry over into real life through tall-tales and excuses.

The child at this age is a great talker. He enjoys real discussions and asks many questions. His questions may show his interest in details about such things as death and birth. His talk may range from silly words such as "ooshy-wooshy" or "batty-watty" to slang and bathroom words. Loud, silly laughter may go with such language.

Intellectual skills are shown in his more grown up reasoning ability. Four-year-olds may be expected to have a basic understanding of number, size, weight, color, texture, distance, position, and time.

Children at this age enjoy being with other children as they are more aware of others. Pretending to be mothers and daddies, doctors and nurses, grocers and shoppers, policemen and mailmen, are activities which take up much of their free play time with other children.

Four-year-olds have a strong need to feel important and worthwhile. They really like to be praised for what they do. They also need time to have more freedom and independence.

Learning Experiences

Skills	Activities
Good balance and use of his body, small and large motor skills are working well together	Give lots of time each day for active free play. Have the child walk on a curved line, a straight line, or a balance beam. Help him walk with a beanbag on his head. Games: "See how fast you can hop.", "See how far you can hop on one food.", "See how high you can jump." Throw balls, beanbags, or yarn balls.
Able to put together things that are the same	Lotto games. Group buttons as to color or size. Put out a mixture of seeds. Sort as to kind. At clean-up time, sort blocks according to shape. Play rhyming word games.
Better understanding of ideas about number, size and weight, color, texture, distance and position, and time	While talking, use words that go with these ideas. Play "Follow Direction" games. Say, "Put the pencil beside the big block.", or "Crawl under the table." Put out pieces of cloth and other materials which vary in texture. Talk about differences. Blindfold the child and ask him to match the same textures.
Drawings and art show the world about him more clearly	Do many different kinds of art work. Encourage child to tell a story or talk about what he's done. Show child how to mix colors to make other colors. Name the colors with him.
More aware of the world around him	Build a simple bird feeder and set it out to feed birds. Talk about the kinds of birds you see. Have field trips to places in the community (park, fire station, police station). Plant a small flower or vegetable garden.
Has a wide imagination; enjoys dramatic play	Put out a variety of dress-up clothes. Have dramatic play with props such as a cash register and empty food containers, tea set and child-size furniture.

The Five-Year-Old

The "Fascinating Fives", as they have been called, tend to be more stable, well adjusted and reliable. As a rule, they are secure about themselves, calm, friendly and easy to get along with. They are very creative if creativity is encouraged.

At this age, children have gained much control over their large muscles - to the point that many large muscle skills are beyond the practice stage and are used in dramatic play. For example, running and tumbling may be used while playing cowboys and indians. They often enjoy testing their strength. It is best, however, if children at this age compete with themselves for they are not yet ready for tough contests. Losing can be a real blow to a five-year-old.

Some new motor skills which may be seen during this age are:

* skipping
* doing tricks with his body; (like standing on his head)
* doing simple folk dances

Small motor coordination is still growing too. The five-year-old may be able to:

* copy designs or shapes, letters and numbers
* catch small balls
* handle hammers and nails safely while you watch
* print his name

Five-year-olds enjoy group activities. They like planning a project in detail. And are usually enthusiastic about doing the work even though it may take 2 or 3 days to finish. It becomes important to complete work that is begun.

Five-year-olds enjoy each other and show more sharing in their play. They are more sensitive to the needs and feelings of others around them. It is not as hard for them to wait for a turn or to share toys and materials. They really like dramatic play.

Children should be able to say most word sounds by this age. Sentence structure is more complex.

Many five-year-olds begin to collect and even organize things. They are able to think through and solve simple problems. Intellectual skills which may be seen are:

* knowing a nickel, penny, and dime
* knowing differences in weight, size, color, or texture
* showing right from left
* counting 10 to 20 numbers in a row
* drawing and using a simple map

A charming characteristic of five-year-olds is their growing sense of humor. At this age, they enjoy jokes, nonsense rhymes or songs and riddles.

Learning Experiences

Skills	Activities
Good sense of balance, large muscles work well together	Have games that do body movements with records, stories and rhythms. Skip to music or rhymes. Teach simple folk dances.
Great drive for physical activity	Have lots of free play which lets children run, jump, balance, and climb. Tug-of-war. Tumbling on a mat.
Able to tell right from left	Play games which help children know right from left. Games could use directions such as "Put your right hand on your nose." or "Put your left food on the green circle."
Can tell difference in weight, color, size, texture, and shape	Sorting games. Sort rocks as to weight; blocks as to weight or shape; marbles or seeds as to colors. Match cloth swatches.
Small muscles in hands and fingers become more developed	Let children paint, draw, cut, paste, mold clay or use play dough. Set out small peg games and other games with small pieces. Try sewing with a large needle and thread. Have carpentry activities.
Knows more about numbers	Count many things - cookies, napkins, cups, leaves, acorns, trees, children, teachers, boys, chairs, tables, books, cymbals, drums, bells, number of children absent. Show numbers on the calendar, on the clock, on measuring cups or other items you find.
Enjoys jokes, nonsense rhymes, riddles	Read funny stories, riddles and nonsense rhymes.
Enjoys creative, dramatic activities	Move body to dramatize opening of a flower; falling snow, leaves or rain; wiggly worms or snakes; blowing wind. Act out stories as they are read. Good stories to use are: Caps for Sale, Three Billy Goats Gruff, or The Three Bears.

3 Something for children

SEE HOW I HAVE GROWN

In your day care home you may have children of several ages. These age differences can help you teach the children about growth.

Ask each parent for a baby picture and one recent photograph of their child. (A single picture of the very young children will do.)

Glue these photos to pieces of cardboard and cover with clear contact paper. You can use these cards in many different ways.

- You can group all the baby pictures together. This can lead you to talk about the many things babies do.
- At another time, put the pictures of the older children together. Talk about the things children can do now that they are big.
- Put the two photos of the same child together and ask how this child has changed over the years.

These cards are something that you can come back to many times. The children will enjoy the different ways of thinking about themselves. The words you use and the questions you ask will help the children learn about growth.

3 Something for children

ALL CHILDREN GROW DIFFERENTLY

Here is an activity one child can do alone or several children can do together. They will learn how it is to grow and change.

You will need a large piece of cardboard, some old magazines, children's scissors and paste.

One day have the children find and cut out pictures of babies from old magazines.

As you help the children paste the pictures on to the cardboard, talk about the things babies do. Talk about things like drinking from a bottle, crawling, playing with baby toys.

At another time, the kids will enjoy finding pictures of preschool children to paste on the board. Later let them cut out pictures of teenagers and adults. Do not forget to add grandparents and senior citizens. Talk about what all these people do.

Start at the top of the board and work down. Soon you will have a poster of growth and change.

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Something for yourself

Slow down and give yourself a watching time for a few minutes each day. You can learn a lot about your children if you take time to watch what they can do. You won't be wasting time if you take simple notes on the way each child plays. They say and do so many clever things.

In the evening, it can be nice to think about the things a particular child has done. This thinking time can be used to plan new activities ahead.

You can make a plan by answering the following questions for each child.

A. What is something I've seen each child do well? (a skill he or she has already learned)

B. What is something (a new skill) each child seems ready for or interested in - but can't yet do?

C. What could I do during the day to help each child gain this new skill?

D. What is each child having trouble with? Watch to see what is happening before, during and after the times that are hard.

Sometimes you won't be able to come up with answers to B and C or D right away. But if you keep thinking, and watching the child, an idea will usually come to you within a few days.

This kind of careful thought about each child is one of the things that separates good caregivers from ordinary ones. It is also a good idea to share this information with parents.

NOTE: You will want to do this kind of thinking and planning from time to time in order to keep up with changes. The sheets provided in this packet will not be enough. Most caregivers will find it more convenient to use some ordinary writing paper or a planning notebook.

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5 Something for parents

Most children say their first words at about 12 months of age. Children can usually say about 10 words at a year and a half. By age two some children say about 50 words and some say more.

Most parents love to talk about their children. It is fun to think about the things your child can say, and it is good to share these things with your child's caregiver.

If your child is a beginning talker...

The list below contains some of the words often found in the first 50 words children learn. Check the words your child can say. In the empty box write down some of the other words on these topics your child can say.

MEALTIME

Juice
Milk
Cookie
Water
Apple
Banana
Drink
Cup
Bottle

COMMON ITEMS

Clock
Light
Blanket
Chair
Door
Bed
Crib
Key
Book

CLOTHES

Shoes
Hat
Socks
Coat

TOYS

Ball
Blocks
Teddy bear
Bike

BODY PARTS

Nose
Eyes
Mouth
Hair
Ear
Tummy
Foot
Hand
Finger

SAYINGS

Bye-bye
All-gone
More
No
Night-night
Me too
Up-time
My turn

If your child is an experienced talker...

As your child grows, he or she will learn so many words that you couldn't possibly keep them all on a list. Instead, try to pick out some of the most interesting things your child says. In the next week, listen for some language to jot down in the boxes below. Share these with your child's caregiver. She will enjoy them and they will help her know your child as you do.

Record your child's:

longest sentence

best question

newest word(s)

most used word(s)

funniest saying

Keep these notes and others you make on additional pages. Some day you might want to recall the things your young child said. It will be fun to have a record of your child's words and sentences.

Remember, it takes time for children to learn to say all their sounds in the right way. Even a child who is ready for kindergarten may say some words unclearly. Be sure to listen to your children with interest and never make them feel bad for the way they say a sound.

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6

When you want to know more

ABOUT GROWTH AND DEVELOPMENT

BOOKS

Infants and Mothers
by T. Berry Brazelton, M.D.
discusses the development of babies from birth to 12 months
Cost: about $10.95

Toddlers and Parents
by T. Berry Brazelton, M.D.
practical advice for parents of 1-3 year olds
Cost: about $9.95

Your Baby and Child
by Penelope Leach
provides a practical guide to child care and development from birth to age five
Cost: about $9.95

Ask at your local library for these and other books.

CHILDREN'S BOOKS

Talk About Baby
a picture book to help older preschoolers understand the needs of babies
Cost: about $2.50

Order from: Ladybird Books
Chestnut St. Hill Mill
Lewiston, Maine 04240

Ask at your local library for this and other children's books.

THINGS TO SEND FOR

"Your Baby Becomes a Toddler"
pamphlet describes ways toddlers grow

"The Phenomena of Early Development"
pamphlet discusses stages of development from 1 to 24 months
Cost: about 20¢ (each)

Order from: Ross Laboratories
Educational Services
Dept. 441
625 Cleveland Avenue
Columbus, OH 43215

"Growing Child"
a monthly newsletter with information and practical ideas for infants and preschool children
Cost: about $6.00 a year

Order from: Dunn and Hargitt, Inc.
22 North Second Street
Lafayette, IN 47902

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GOOD FOOD FOR KIDS

by Debby Cryer and Thelma Harms

Family
Day Care

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University of North Carolina at Chapel Hill

PS 015569

Read this first

Dear Caregiver,

We know you like to do your best when you care for another person's child. Part of that care means you serve food to kids that will help them grow strong and healthy. To do this, it helps to remember:

Lifelong eating habits start in early childhood so you should help a child get a good start.

You need to plan what you serve children because those foods are as important to their health as what they eat at home.

Healthful snacks are as necessary as healthful meals for children.

Children enjoy and learn from activities with foods.

In this folder are some materials which tell you more about these ideas.

1 helps you get started, with information on good food for children, meal planning and cooking tips, plus ideas you can use to teach kids about foods
2 talks about feeding babies
3 talks about feeding young children
4 tells about good snacks
5 has two activities which help kids try healthful foods
6 will help you think about what you serve kids
7 is a newsletter for you to read and then give to parents
can help you find out more

We know this folder does not tell you everything about healthful foods for children. But we hope it helps you to think about what else you want to know and gives you some ideas on how to find out.

Sincerely,

Debby Cryer Thelma Harms

1

Good Food for Kids

Eat to be healthy

Since many serious health problems like anemia, high blood pressure and heart disease are related to what we eat, it makes sense to start children out eating the food they need for health throughout their lives. Help yourself and the children in your care stay healthy by serving:

* GREATER VARIETY of foods to help prevent anemia or "tired blood"

* LESS SUGAR to help prevent tooth decay

* LESS SALT to help prevent high blood pressure

* LESS ANIMAL FAT to help prevent heart trouble

* LESS FATTENING FOOD because being overweight can help to bring on diabetes, heart trouble or high blood pressure

SERVE MORE	SERVE FEWER
Vegetables, fruits & real juices	Sweets, desserts & empty calorie drinks
Chicken, fish and beans	Foods cooked with fat
Whole grain breads and cereals	Salty foods
Low fat foods	"Junk foods" or empty calorie foods
Lean meats	Fatty meats

Food to grow on

All people use food for energy, health and body repair. In addition, children use food for growth. Since children might spend most of their day with you, you need to supply them with at least half their daily food needs.

Because children have small stomachs and can't eat very much at one time, all the meals and snacks they eat should be foods that are good for them. Snacks are also an important part of the food children need to grow on. They should be fruits, vegetables, cheese and other good foods.

Eating a variety of foods is important because nutrients from different foods work together as a team in our bodies. For example, the vitamin C in orange juice helps children's bodies use the iron they get from eggs.

To get all the nutrients we need, we must 1) eat foods from the five food groups, 2) eat different foods within each group and 3) limit foods from the fifth food group.

The first four food groups have many nutrients that help our bodies in special ways:

* The Milk-Cheese group helps build strong bones, helps children grow and repairs the body.

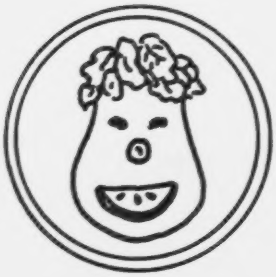
* The Meat-Poultry-Fish-Beans group gives iron for healthy blood, helps the body to grow and repair itself.

* The Vegetables-Fruit group helps keep skin healthy and helps prevent infection.

* The Bread-Cereal group gives energy and helps keep blood healthy.

* The fifth food group, called Fats-Sweets-Others carries few nutrients. Serve few foods from this group.

Meals with kid appeal



Do you ever wonder what to do with the hard-to-please child? The fussy eater who doesn't seem to like any food - except maybe jelly beans? Well, even "problem eaters" will want to eat healthful foods if they are tasty and fun.

Give the foods you serve "kid appeal" by using different:

Colors - a red strawberry on a yellow grapefruit
a slice of red tomato on a cheese sandwich

Textures - crisp celery with soft, crunchy peanut butter
chewy mozzarella cheese on crisp crackers

Shapes and Sizes - small round peas with carrot curls
sandwiches cut into circles, squares, triangles or rectangles

Smells - a little cinnamon on oatmeal

Temperature - peanut butter on warm toast with cold milk

Flavors - make the most of the real flavor of food; limit sugar, salt, or heavy spices

New Foods - try one each week, offering the child only a tiny taste. If the child doesn't like it, don't force it. Just try it again another time.

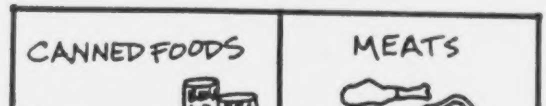
Remember, kids love little surprises. Try putting a berry inside a muffin. Or let kids create a salad face with a pear or peach half for a head, shredded coconut, cheese or sprouts for hair, raisins for eyes, berries or an orange slice for a mouth and a carrot stick or grape for a nose.

Be sure to offer children healthful choices. They may feel better about eating when they can choose for themselves.

Activities

FOOD FIELD TRIPS

Kids can learn about foods when they help you shop. Since a shopping trip can be a good learning experience, talk with the kids about what they see in the store. Take a picture checklist along. The kids will enjoy putting a check in each box when they find the food on the shelf.


CANNED FOODS
MEATS
FRESH VEGETABLES
EGGS
FLOUR
FLOUR
FROZEN FOODS
O.J.
PEAS
CEREALS
OATS
FRESH FRUITS
MILK + CHEESE
MILK
BREAD

CHILO-SIZED COOKS

Children love to prepare their own snacks or part of a meal. Make cooking safe, fun and good learning by planning ahead:

- Keep activities simple.
- Use picture recipes with single portions. Talk over the steps with the children.
- Let the children do as much as possible by themselves.
- Remind them to wash hands before they cook and follow health rules (no licking spoons that are still being used for cooking).
- Never leave a child alone in the kitchen cooking. If you must stop to answer the phone or door, take knives, hot pans, bowls of food away first - or take the children with you.

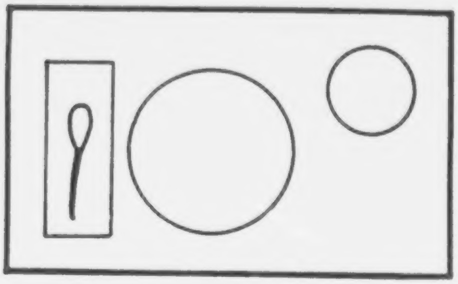
Good projects for child-sized cooks are:

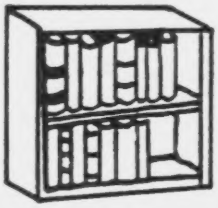
Making little sandwiches
Cutting up fresh fruit for salad
Mixing and freezing real juice for popsicles
Spreading peanut butter on celery
Snapping fresh green beans or husking corn

with food

SET-THE-TABLE PLACE MAT

With a little help, children can learn to set the table. Give each child a piece of paper the size of a place mat. Have him draw the outline of his place setting - a plate, glass, napkin, fork and spoon in the right places. Now he can set the table by himself. Try covering one of these place mats with contact paper. Then post it in your eating area for the children to look at as they set the table for each meal.





BOOKS ABOUT GOOD FOODS

Your local librarian has storybooks with bright pictures about good foods for children. Books that feature sweets are not a good idea. Why not read a story that goes with the food you are serving?

Blueberries for Sal by Robert McCloskey

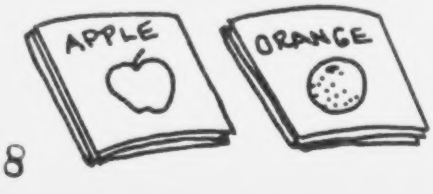
The Carrot Seed by Ruth Krauss

Pancakes, Pancakes by Eric Carle

Chicken Soup with Rice by Maurice Sendak

FOOD-PICTURE MATCHING GAME

Cut out pictures of food from magazines. Paste them on cards or heavy paper. Have the children match real food with the pictures. Use the food picture cards to talk to your children about what they had to eat earlier in the day.



Make mealtime sunny–side up

Taking care of children can be such a joy. That hug or smile from them means so much. But sometimes kids can be trouble too. The hints listed below may make mealtimes with young children go better.

IF A CHILD IS A MESSY EATER:

- Place things so the child can reach his food easily.
- Use small spoons, cups and bowls for little hands. Fill cups only half-way or less.
- Serve finger foods and foods that stay on spoons.

IF A CHILD EATS TOO FAST OR TOO SLOWLY:

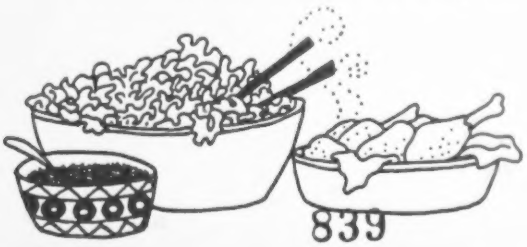
- Make meals a time for pleasant talk, so fast eaters slow down and slow eaters have more time.
- You can begin cleaning up, but allow a slow eater to finish.
- Have a book ready for the fast eater to look at in a quiet, cozy corner.

IF A CHILD PLAYS WITH FOOD:

- Serve small portions, so the child doesn't have food left over to play with.
- Take away food that children don't like before play begins. Give another food from the same food group, so the child still gets the nutrients he needs.
- Remember, be patient. Manners come slowly to kids. Your day care kids will learn good manners by watching you while you eat with them.

IF A CHILD SAYS "NO":

- Stay calm and don't make a fuss.
- Serve small portions.
- Serve new foods one-at-a-time.
- Make old foods look more interesting.
- Let the child help fix and serve many of the foods.



Smart shopping makes cent$

As a caregiver, your time is precious. And so is your hard-earned money! When it comes to planning, buying and cooking food, you look for ways to save both time and money while making sure to feed the kids healthful food. Here are ideas for doing just that. Some might be new to you. Others are reminders of smart ideas you've tried before.

PLANNING

Many budget-minded shoppers plan a week's menu and shopping list at the same time. Check newspapers for sale items and clip coupons.

Add variety to your shopping list by choosing lots of different foods from the five food groups. Look for fresh foods in season. Limit sweets and fats and don't waste your money on "junk food."

BUYING

Wise shoppers stretch their grocery dollar by buying only the right amount of what they need. Some people find they buy and spend more if they shop when they are hungry. So eating before grocery shopping might save you money.

COOKING

Cooking healthful meals can be a chore with kids underfoot. Here are some ideas to help you spend less time in the kitchen so you'll have more time with the kids.

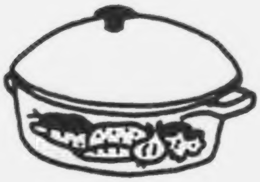
* Try cooking large amounts ahead of time. Then divide into meal-sized amounts and freeze. This is usually cheaper and has more food value than store-bought ready-to-serve meals.

* Use leftovers to your advantage. For example, mix last night's extra rice with some fresh vegetables cut up by the kids. Add a scrambled egg and fry.

Child Care Food Program

Do you know that you may be able to get money back for some of the money you spend on food for children in your care? The Child Care Food Program gives some caregivers money to help pay for the meals they serve in their home. To find out if you qualify, call your local day care association or the local department of social services.

Healthful cooking tips



Cooking to keep the nutrients in the foods we buy makes sense. Careful cooking adds to good taste as well as good health.

Here are some tips to prepare food the healthful way. Do you do these?

- Use enriched or whole-grain flours when cooking from scratch.
- Serve raw fruits and vegetables as often as you can.
- Cook vegetables for a short time by steaming or boiling in a small amount of water. Vegetables should be brightly colored and crisp after cooking.
- Choose lean, not fatty, meats. Bake, broil or stew, instead of frying.
- Limit salt, sugar, salt pork or fat as seasoning. They hide the real taste of food, and may add to health problems when eaten too often.
- Keep cold foods cold and hot foods hot. Foods that sit out can grow bacteria which cause "food poisoning."

Work with parents

Together, you and the parents can improve the eating habits of the children. Make sure to ask parents if their children have any food allergies. Also post menus to let parents know the kinds and amounts of foods their children eat everyday.

You can offer the children new and different foods, including each child's family favorites. This broadens their food choices and also helps them share in each other's culture.

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2 — Feeding Baby

Adapted, in part, from "Feeding Your Baby," a pamphlet by North Carolina Department of Human Resources, Nutrition and Dietary Services and "Feeding Baby," a pamphlet by Orange-Chatham Comprehensive Health Services, Inc.

TIPS ON BOTTLE FEEDING

Feeding can be a relaxed time that you and Baby share. Holding Baby while feeding is important. If you talk to her during feeding and watch her look at and listen to you, she will learn to feed happily with you. If Baby is not breast-fed, use the same formula Baby gets at home. Ask Baby's parents how it should be fixed. Invite parents to feed Baby in your home so you can see their ways. This will help the child be more comfortable with you.

If you're caring for other children besides Baby, plan ahead so the others can be busy and happy while Baby's being fed. This might be a good time to get out special toys, games or books that the others can use by themselves.

Baby will let you know when he is hungry by fussing or crying, although not all crying means hunger. Baby needs to be fed at fairly regular times - usually about 3-4 hours apart. Before giving him a bottle, be sure the milk drops slowly when the bottle is held upside down and shaken gently, and check that the milk is not too hot or cold. Hold Baby when you feed him and tilt the bottle so the nipple and neck of the bottle are full of milk and he's not sucking air. Burp Baby after feeding. In hot weather, offer Baby plain, cool water at least twice a day, in addition to formula.

REMEMBER:

- Do not prop Baby's bottle. Propping Baby's bottle can cause choking and ear problems.
- Making Baby take more milk than he wants can teach him to overeat.
- Do not add sugar to Baby's drinking water.
- Milk should not be saved from one feeding to the next because it develops germs.
- Skimmed milk or non-fat milk is not good for Baby until she is one year old (unless advised by a doctor).
- Baby should not be allowed to sleep with a bottle. This causes tooth decay.
- Do not add cereal to formula in the bottle.
- Honey should not be given to Baby. It may cause food poisoning in children 12 months and under.

TIPS ON ADDING SOLID FOOD

Every baby grows at a different rate. So they're not all ready for solid food at the same time. A doctor, nurse or nutritionist can help parents decide on the right feeding schedule for their baby. Solid foods usually are not started until Baby is between 4 and 6 months. Starting solid foods too early may lead to allergies or weight problems. Ask Baby's parents what they've been told about starting Baby on solid foods. Starting solids earlier does not make Baby sleep longer.

Here's one plan for starting Baby on solid foods, but remember - each baby is different.

Age to Begin	Foods	How much
4-6 months	Infant cereal Juice	Begin with 1 tablespoon of cereal twice a day. When Baby is comfortable with this, increase to 2-3 tablespoons at each feeding. Offer 2-4 ounces of juice daily from a cup.
7-8 months	Vegetables, Fruit (no added salt, fat, sugar or starch)	Begin with 1 tablespoon once daily, gradually increase at the noon and evening feedings. It is best to start vegetables before fruits.
9 months	Lean Meats Fish Poultry Beans Cheese Yogurt Egg Yolk	Begin with 1 tablespoon at 1 feeding. Increase to 2-3 tablespoons at 1 or 2 feedings each day. Be sure food is mashed or chopped up into very tiny pieces.

When starting a baby on solid foods, it helps to know about:

BABY CEREAL - Boxed baby cereal is rich in iron. It costs less than baby cereal in jars. Begin with baby-rice cereal. Later, try barley, oat, wheat and finally mixed cereal. Cereal fruit combinations or puddings do not have as much food value as the plain cereals.

STRAINED VEGETABLES - Begin with mild vegetables like green beans or carrots. Then try squash, green peas and beets.

STRAINED FRUITS - Begin with mild fruits, like applesauce or mashed ripe bananas. Then try peaches, apricots, plums and pears.

JUICES - Begin with mild juices like apple or grape. Then try orange juice, grapefruit juice and tomato juice.

STRAINED MEAT - Begin with mild meat like chicken.

EGG YOLK - Hard boil and mash with a fork.

Plain meats, vegetables, and fruits usually give the best food value for your money. Work together with parents to add new foods one at a time.

REMEMBER:

* Add only one solid food at a time. Then wait a few days before trying another new food.

* Do not feed from the jar. Use a cup, saucer or small bowl. Throw away uneaten food. Do not put food back into the jar.

* Food in an opened jar should not be kept in the refrigerator longer than three days.

* Always feed with a spoon. Using a bottle or infant feeder for solid food can lead to overeating.

* If a new food disagrees with Baby (gas, diarrhea, rash, irritability) stop feeding that food. When Baby is over the upset, try a different new food.

* If Baby doesn't like a food, don't force her to eat it. Wait, and give her a chance to try it again when she's older.

* Salt, sugar, butter, margarine or other fats should not be added to Baby's food.

AFTER NINE MONTHS

Between 7-11 months, Baby might be ready to begin enjoying three meals plus several snacks a day. Add finger foods - soft cooked vegetables, soft pieces of fruit, cheese, crackers, biscuits. Make sure you stay near Baby when he eats these, to see that he doesn't choke.

Introduce a wider variety of vegetables and fruits, including cooked green leafy vegetables. Mash table foods so Baby will get used to the feel of small pieces of food in her mouth. DO NOT add salt, sugar, butter, margarine, salt pork or other seasonings to the foods you feed Baby. Encourage Baby to pick up pieces of food and suck or chew on them.

REMEMBER:

* DO NOT give Baby fried foods, gravy, foods with nuts, highly spiced foods, potato chips, french fries or popcorn.

* Gravy and biscuits do not replace strained meats because they do not have the same food value.

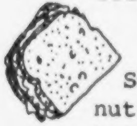
* Cookies, candy, soda or other highly sweetened foods can take away Baby's appetite for the foods he needs, and are harmful to teeth.

* Baby will still need quiet times for you to hold and feed her...even after she has learned to feed herself.

3

Super
Nutritious
Appetizing
Calorie-Counting
Kit of
Snacks

Everyone likes to snack. Snacking has become an important part of the way we live today. Snacks are eaten between meals, in the place of meals, at work, at school, at parties, or while relaxing at home.



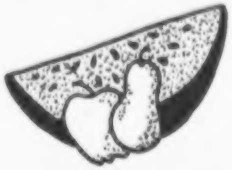
Some people have special nutritional needs. Snacks can help to meet them.

YOUNG CHILDREN often cannot eat large meals due to their tiny tummies. Snacks can give the food they need in smaller amounts. Snacks should be served 1 1/2 - 2 hours before meals.

PREGNANT WOMEN may prefer to eat a few small meals during the day rather than 2 or 3 large meals. Small amounts of food may be easier for them to digest.

TEENAGERS are in a fast growth time and often have very busy schedules. Their need for food is increased, but they don't always have time to eat. Snacks can take the place of meals at times.

CALORIE COUNTERS often like to nibble without fear of gaining extra weight. Low calorie snacks are the answer when used moderately.



Snacks listed here can give many of the nutrients your body needs for good health.

YOUNG CHILDREN

Mild cheese
Crackers
Peanut butter
Cereal
Fruit juice
Boiled egg
Fruit slices
Seedless grapes
Small sandwiches

Raw vegetables
  carrot
  green pepper
  sweet potato
  summer squash
Milk
Pudding
Applesauce

CALORIE COUNTERS

Raw vegetables
  broccoli
  cabbage
  carrot
  cauliflower
  celery
  cucumber
  green pepper
  lettuce
  mushrooms
  onion
  radishes
  summer squash
  tomato
  turnip
V-8 juice
Tomato juice

Fruits-fresh or
  canned in their
  own juice
    apple
    cantaloupe
    grapefruit
    grapes
    melon
    orange
    peach
    pear
Water
Dill pickles
Melba toast
Bread sticks
Skim milk
Popcorn (plain)

PREGNANT WOMEN
or
BUSY TEENS

Fruit
Raw vegetables
Fruit juices
Milk
Ice cream
Peanuts
Cereal
Cheese toast
Pizza slice

Sandwiches
  meat
  peanut butter
  pimento cheese
  egg salad
Cheese & fruit
Cheese & crackers
Peanut butter &
  graham crackers
Cottage cheese &
  fruit or raw
  vegetables

PEOPLE WHO NEED
EXTRA IRON

Raisins
Prunes
Dates
Prune juice
Boiled egg
Beef
Pork
Pork & beans
Peanut butter
Liver sausage
Hamburger
Liver pudding

Nuts
Dried apricots
Whole-grain or
  enriched breads
  and cereals

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OTHER SNACK IDEAS

SWEET SNACKS

Fruits-fresh or canned in their own juice
  - apple
  - applesauce
  - banana
  - peach
  - pear
  - plum

Fruit juice
  - apple
  - orange
  - grapefruit

Pudding*
Custard*
Ice cream*

BEVERAGE SNACKS

Water
Milk
Fruit juice
Tomato juice
V-8 juice

Hot chocolate*
Cocoa*
Milkshake*

*REMINDER

Sweet snacks and other snacks which have sugar can cause tooth decay. The more often you eat sugary foods - the greater your chance of having tooth decay.

REMEMBER to brush and floss your teeth daily. You can have better dental health by choosing good snacks for both you and your family.

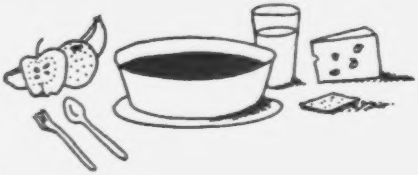
CRUNCHY SNACKS

Raw vegetables
  - broccoli
  - cabbage
  - carrot
  - cauliflower
  - celery
  - cucumber
  - green pepper
  - lettuce
  - onion
  - potato
  - radishes
  - summer squash
  - turnip

Raw fruits
  - apple
  - pear

Nuts
Popcorn
Pretzels
Crackers
Dry cereal
Bread sticks
Pickles
Sunflower seeds

As you can see, all kinds of foods make nutritious snacks. No one food has all the nutrients your body needs. It is best to eat a variety of foods daily at meals and snacktime.



Material developed by
N.C. Agricultural Extension Service
DHS-Maternal and Child Health
and
DHS-Nutrition and Dietary Services
Department of Human Resources

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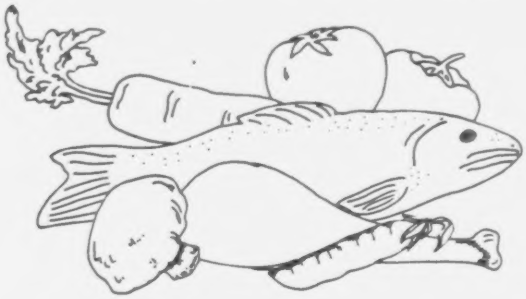
Food For Your Child

HOW TO BUILD GOOD EATING HABITS

- * Serve small portions.
- * Offer snacks between meals.
- * Snacks and meal-time foods should both come from the food groups on the Daily Food Guide.
- * Your child does not need sweets every day. Foods with sugar like soda, cookies, candy and gum cause tooth decay. They also replace more nutritious foods needed for growth.
- * Give your child some finger foods and some that need to be eaten with a fork or spoon. Your child needs to learn to eat on his/her own. Mash, grind, chop or slice foods so they can be eaten. As your child gets teeth, serve foods that need chewing.
- * Serve new foods as single foods rather than in mixed dishes.
- * Give your child some choices in foods to eat.
- * Allow for quiet times before meals.
- * Praise your child for good eating behavior. Try not to be critical of poor eating behavior.
- * Strict rules about how much food to eat do not help your child have good feelings about food. Threats, bribes or coaxing your child to eat "just one more bite for Grandpa" should not be used.
- * Desserts are not needed at every meal. When they are served, serve those high in nutrients such as fruit, pudding or custard. Desserts should not be used as a reward for "cleaning your plate."
- * Serve foods of different colors, shapes, sizes, textures and temperatures at meals and snacks.

Sit and eat with your children when you can.

Set a good example for them to copy.



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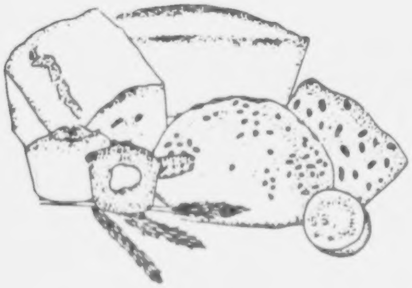
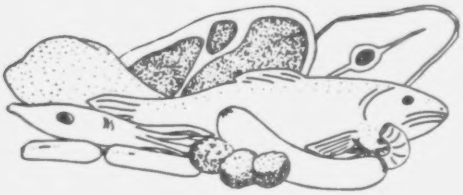
As you read through this Daily Food Guide think about the meals and snacks you serve children in your own home. Then, take out piece #7, "Something for Yourself", and use this chart to help you fill in the foods you serve under the right food group. As you answer the questions on "Something for Yourself" check the size and number of daily servings to make sure your children are getting a healthful, balanced diet.



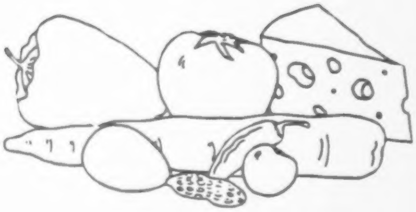


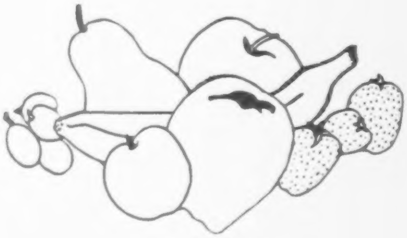
DAILY FO

FOOD	SIZE OF DAI
MILK: whole, low fat, evaporated milk mixed with equal parts of water, plain yogurt, cheese	1-3 year old Milk should be s portions, 1/2-3/
PROTEIN: lean meat, fish, poultry, eggs, cheese, cottage cheese, dried peas and beans, nuts, peanut butter	½ -1 ounce or 1-2 tablespoons
VEGETABLES AND FRUIT: a) Dark green or deep yellow; greens, broccoli, pumpkin, carrot, cantaloupe, apricots, sweet potato	1-2 tablespoons
b) Vitamin C foods -Good sources: citrus fruit or juice, green pepper, cantaloupe, strawberries, broccoli, brussels sprouts, -Fair sources: melons, greens, lemons, tomatos, cabbage, tangerines, potatoes cooked in skin	1/3-1/2 cup
c) Other fruits and vegetables	1-2 tablespoons
BREAD AND CEREAL: Whole grain or enriched	1/2 slice bread or 1/4 cup dry cerea or 1/2 tablespoons cooked cereal
FATS AND OILS:	3 teaspoons

OD GUIDE

LY SERVINGS	NUMBER OF DAILY SERVINGS
3-5 year old erved in child-size 4 cup.	2-3 cups Helpful hint: (1 ounce cheese = 1/2 cup cheese)
1 ½ -2 ½ ounces or 3-5 tablespoons or 1/4 cup	2 servings
3-5 tablespoons or 1/4 cup	1 serving at least every other day
1/3-1/2 cup	1 serving of good source or 2 servings of a fair source every day
3-5 tablespoons or 1/4 cup	1-3 servings of vegetables should be served every day. Raw fruit and vegetables should also be eaten daily.
1 slice bread or 1/2 cup dry cereal or 3-5 tablespoons cooked cereal	4 servings daily
3-4 teaspoons	Only 1 serving a day

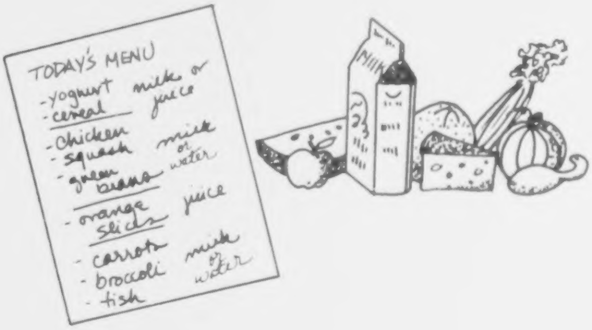




FOODS AND FEELINGS

As children grow, the way they eat will change. The ages of 1-5 are often called the "picky eater" stage. At this time, your child is learning how to do things alone. Your child will begin to take the lead in doing things rather than waiting to be told what to do. Children begin to copy their parents and other adults around them at this age.

Eating time can be used to help the changes that take place in your child. Try to make eating times pleasant and calm. Talk with your child about foods. He/she can learn much about color, shape, size and taste from food. Offer your child food choices. But remember, (s)he will learn to like the foods that you like. Your table manners and eating habits will also be copied. Grown-ups should set a good example.



It may be helpful to write down a day's menu for your child. Divide the number of servings from the Daily Food Guide among your child's meals and snacks. Some children will need extra servings from the food groups listed in the Daily Food Guide to meet energy needs.

HOW THE YOUNG CHILD EATS

SMALL APPETITE

Your child is not growing as fast as (s)he did as a baby. It is normal for appetite to drop or to change from day to day. Make eating a fun time. Try not to force your child to eat. Offer small servings at meals and snacks.

FOOD JAGS

Expect your child to go through times of eating only certain foods. If you stay calm and treat it casually, it probably will not last too long. Continue to offer new foods and foods fixed in different ways.

FOOD RITUALS

Your 2-4 year old may insist on rituals such as eating foods in a certain order or wearing a bib in a certain way. Food rituals often help the child feel more secure. They should be allowed to have food rituals until they decide to stop on their own.

FOOD LIKES AND DISLIKES

Everyone likes some flavors and dislikes others. Your child will probably not like everything you serve. Offer new foods one at a time. If a child does not want a new food, offer it again in a few days or a week later. Try to fix it in a different way. When a food is refused, offer another food from the same food group.

5 Something for children

A TASTING PARTY TO TRY NEW FOODS

1. Choose three or four foods to taste. Include one new food you will be serving soon, as part of a meal or snack.

2. Before the party, help kids learn about some of the foods they'll be tasting. Read a book, show pictures or shop for the foods with the children.

3. Have the party at snack time. Pass the foods around on a plate and let kids try each one. Encourage tasting, but don't insist. Be a good example - taste everything yourself.

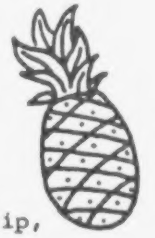
4. Talk about the foods being tried. Talk about the taste, color, how it feels, if it's hot or cold and where it came from.

5. Remind children about the tasting party when they have the foods as part of a meal or snack.

Some tasting party ideas:

Fresh fruits/dried fruits:
Plum, prune, grape, raisin

Foods that grow underground:
Carrot, potato, turnip, parsnip,



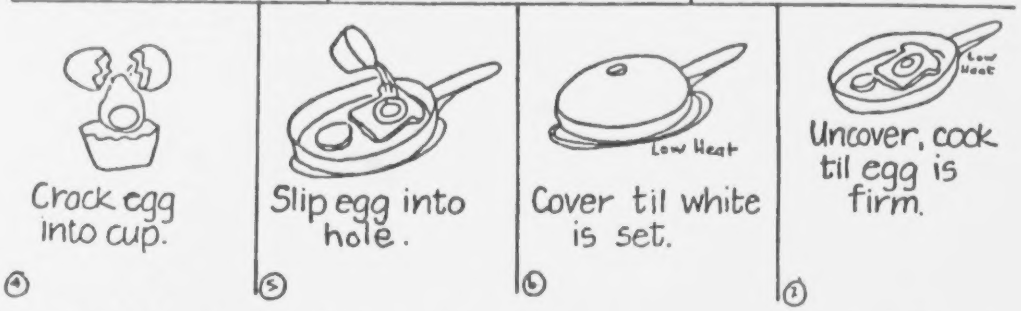
Different apples:
Yellow, green, red

Different breads:
Rye, whole wheat, white, oatmeal

5 Something for children

EGG-IN-THE-HOLE

1. Before cooking, show the recipe to the children.
2. Help each child make his own egg-in-the-hole.
3. Talk about what each picture tells him to do.
4. Use the recipe pictures as a guide while he cooks.


1 Slice Bread
Cookie Cutter
① Cut out circle.
Butter
② Butter both sides.
Medium Heat
Brown 1 side, turn.
③
Crack egg into cup.
④
Slip egg into hole.
⑤
Low Heat
Cover til white is set.
⑥
Low Heat
Uncover, cook til egg is firm.
⑦

This recipe is from Cook and Learn, by Beverly Veitch and Thelma Harms, Addison-Wesley Publishing Company, Menlo Park, California.

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Answer the questions here.

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6 Something for yourself

WHAT FOODS DID I SERVE TODAY?

The chart on the inside of this page will help you keep a record of the foods you serve to the children every day for a week.

Here's how to use the chart:

1. At the end of the day, put all the foods you served the children for snacks and meals under the right food group.
2. If you serve a food that combines two groups, like spaghetti and meatballs, a stew (meat and vegetables), list the parts of the meal under both food groups.
3. Cookies, cake, sugary cereals and soft drinks should be put under the fifth food group: Fats-Sweets-Others.
4. Butter, margarine or whipped cream are also put under the fifth food group: Fats-Sweets-Others.

After you have filled in the chart try to answer these questions:

1. From which group did I serve the most foods?
2. From which group did I serve the least foods?
3. Did I make sure to serve very few foods from the fifth food group: Fats-Sweets-Others?

Then, look up the Daily Food Guide in Pamphlet 4, "Food for your Child" and answer:

4. When I look at the Daily Food Guide, what changes do I need to make in the meals and snacks I am serving?

	MILK-CHEESE	MEAT-POULTRY-FISH-BEANS	VEGETABLES-FRUIT	BREAD-CEREAL	FATS-SWEETS-OTHERS
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

7 Something for parents

HELP CHILDREN HELP THEMSELVES

Remember when you were very little - how much fun it was to help with work around the house? You felt so grown-up.

Your children enjoy feeling grown-up, too, just as you did. And the best part is - children who help themselves learn to be responsible adults.

You can help your child help himself at meal and snack times. Giving the child simple jobs to do keeps him busy while you do your work in the kitchen. You can encourage kids of any age to help themselves.

Even Baby can feed herself finger foods.

A toddler can use a spoon and cup.

Older kids can serve themselves.

Of course, some mess is to be expected. But the benefits are so important, that it's worth it!

Since children love to feel "big enough to help," let them . . .

- set the table
- prepare part of a snack or meal
- serve their own drinks from a small pitcher
- carry food like bread or fruit to the table
- clear their own plate, cup, tableware
- wash their place at the table
- wipe up spills

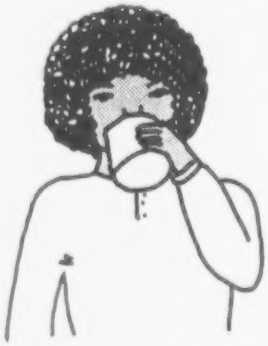
Feel free to talk with your child's caregiver about how mealtime goes in your home. Share ideas you think work well. Together you can work to help your child help himself.

LOOK at these pictures with your child.

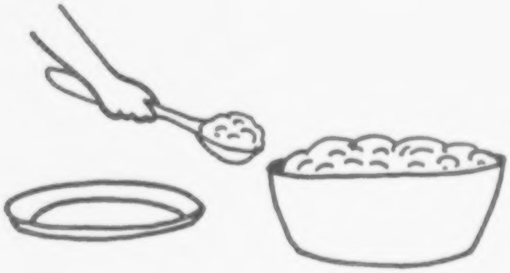
TALK ABOUT each picture.

ASK your child:

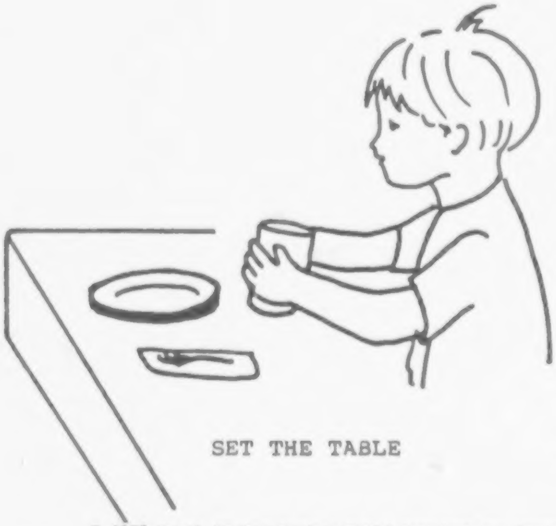
1. What does each picture show?
2. Which of these things can you do by yourself?
3. Which of these things can you do with a little help?



DRINK WITHOUT SPILLING



SERVE MY OWN FOOD



SET THE TABLE

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8

When you want to know more

ABOUT GOOD FOOD FOR KIDS

THINGS TO SEND FOR

"Food for Your Baby - The First Year" free
16 page booklet on feeding baby

Order from: Division of Health Services
Nutrition and Dietary Services Branch
P. O. Box 2091
Raleigh, NC 27602

"Umbrella Sponsorship for Family Day Care Homes"
gives information about how to join
the Child Care Food Program
Cost: about $1.00

"Fact Sheet on the Child Care Food Program in Family Day Care Homes"
tells about the Child Care Food Program
in day care homes
Cost: about 50¢

"Fact Sheet on Family Day Care"
short description of family day care,
including what it is, who gives it and
how to find it
Cost: about 50¢

Order from: The Children's Foundation
Family Day Care Publications
1420 New York Ave. NW, #800
Washington, D.C. 20005

"Making Baby Foods at Home" free
a pamphlet with information on how to make
your own baby food

"Buying and Making Baby Food" free
a fact sheet about preparing and storing
home-made baby foods

Call your county Agricultural Extension
Service for these pamphlets

BOOKS

Creative Food Experiences for Children
by Mary Goodwin and Gerry Pollen
lots of things to cook and do while kids
learn about foods
Cost: about $4.95 (check or money order)

Order from: Center for Science in the Public Interest
1755 S Street, N.W.
Washington, D.C. 20009

Cook and Learn, A Child's Cook Book
by Beverly Veitch and Thelma Harms
a child's cookbook with single portion
picture recipes
Cost: about $9.00

Order from: Addison-Wesley Publishing Co.
Innovative Division
2725 Sand Hill Road
Menlo Park, CA 94025

Feed Me I'm Yours
by Vicki Lansky
a paperback with a variety of recipes and
ideas for meals, snacks, holidays and
crafts; available at most bookstores
Cost: about $2.95

Ask at your local library for these and
other books.

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FAMILY DAY CARE AND YOU

by Thelma Harms and Isabelle Lewis

PS 016069

Family
Day Care

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Read this first

Dear Caregiver,

This is the introductory packet of information in the Family Day Care Education Series. There are 12 more packets on different topics. This packet will help you learn about the profession of family day care.

Each packet will have a letter like this to tell you the most important ideas in that folder. For example, in this introductory packet the main ideas are:

Family day care is a profession.

People who care for children from other families are doing important work.

Caregivers need lots of resources to do their job well.

This training program is for getting useful information to caregivers.

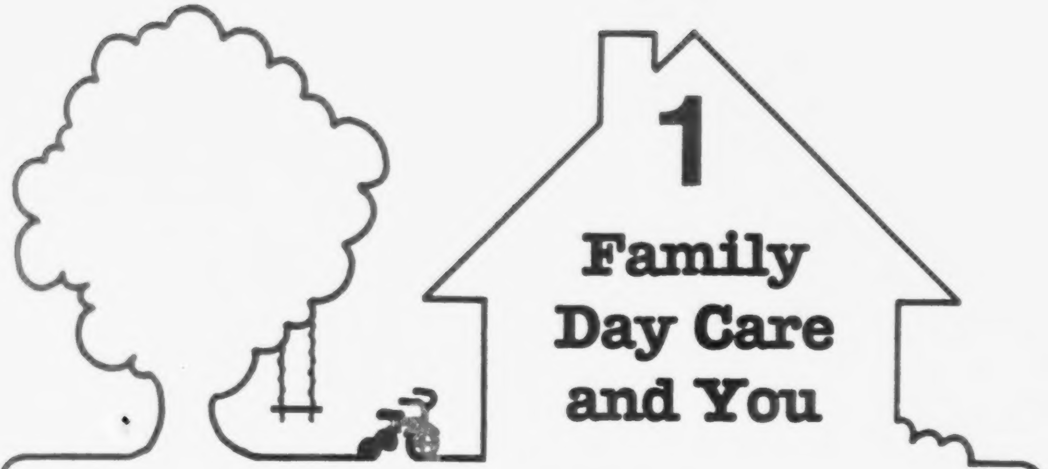
The letter also tells you briefly what each piece of material is about. (The pieces in the left pocket are for READING and the right pocket for DOING.) The pieces will always be numbered but not all packets will have the same number of things. In this folder,

1 tells you about the family day care packets
2 tells about family day care
3 is about being a professional
4 is about children's activities
5 is special, for you
6 is something for you to read then give to parents
7 tells you where to get more help and information

We hope being in this program is exciting for you and the information helpful.

Sincerely,

Thelma Harms Isabella S. Lewis



1

Family Day Care and You

Introducing the Family Day Care Series

Today almost half of the women in the United States are working for pay outside their home. And the number is growing. This has made day care a basic need for families.

It is estimated that six million preschoolers need full time care and 14 million school children need before or after school care. A lot of people think day care happens mostly in centers. Not so. Over 70% of the child care in the United States is done in homes like yours.

You have chosen to stay at home to care for other people's children and provide the good care all parents want. This training program will help you as you continue to give that care.

We hope you'll want to share all that you learn with others in your home who are helping with this important job of caregiving.

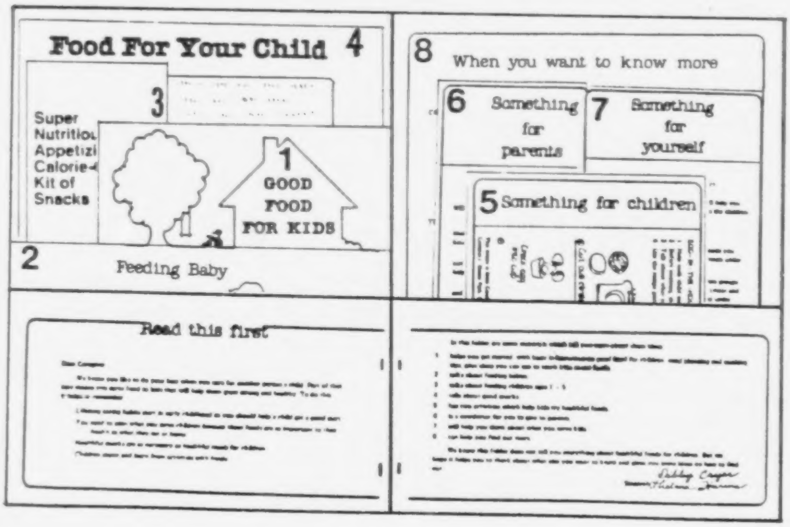
There are 12 more packets in this series. Each one is on a different subject. The packets are all set up in the same way.

How the packets are set up

Each packet has things to read and things to do. There is always something to give to parents and something to do with children. If you follow up on the things to do you will make a real change in the quality of your care.

In each packet you will find:

* a letter to the caregiver
* information booklets to read
* something for children - a card with 2 activities
* something for yourself
* something for parents
* when you want to learn more


Food For Your Child
4
3
Super Nutritiou Appetizi Calorie- Kit of Snacks
1
GOOD FOOD FOR KIDS
2
Feeding Baby
8
When you want to know more
6
Something for parents
7
Something for yourself
5
Something for children
Read this first

These materials were originally developed for the Office of Day Care Services, in the North Carolina Department of Human Resources. Both revisions and national distribution were made possible by a grant from the Carnegie Foundation. Original layout was designed by Linda Marco, with graphic revisions by Pamela S. K. Grimball. Editorial assistance on content revisions was made by Mary Rutala. Typing and word processing was by Donna Ray.

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The Packets

SPACE TO PLAY AND LEARN
PLANNING AN ACTIVITY PROGRAM
Family Day Care
GOOD FOOD FOR KIDS
HANDLING BEHAVIOR PROBLEMS
Family Day Care

FAMILY DAY CARE AND YOU
by Thelma Harms and Isabelle Lewis

GROWTH AND DEVELOPMENT
by Joe Sparling and Tom Richey

HEALTH AND SAFETY
by Isabelle Lewis and Beth Bourland

SPACE TO PLAY AND LEARN
by Thelma Harms and Debby Cryer

PLANNING AN ACTIVITY PROGRAM
by Isabelle Lewis and Beth Bourland

HANDLING BEHAVIOR PROBLEMS
by Dave Lillie and Debby Cryer

GOOD FOOD FOR KIDS
by Debby Cryer and Thelma Harms

DAY CARE AS A SMALL BUSINESS
by Richard Clifford and Beth Bourland

SPECIAL THINGS FOR SPECIAL KIDS
by Beth Bourland and Dave Lillie

ONE LAND: MANY CULTURES
by Debby Cryer and Pat Trohanis

COMMUNITY HELP FOR CAREGIVERS
by Thelma Harms and Beth Bourland

CARE FOR THE SCHOOL-AGE CHILD
by Isabelle Lewis

WORKING WITH PARENTS
by Joe Sparling and Tom Richey

What makes good day care

Taking care of other people's children is a big responsibility. It is a very important service to families and communities. Of course, it is most important to the children you are helping to raise and educate. Your good care can make a lasting impression on many children.

Good family day care depends on:

- parents and caregivers working together
- a safe and healthy home setting
- kindness and respect for children
- many activities for indoor and outdoor play

Most communities have set up rules to protect day care children. These rules also protect the caregivers. Find out the rules for family day homes in your community.

Many communities have helpful resources for caregivers, such as training, toy libraries, and family day care associations. It will help you grow as a professional if you take advantage of these services.

Keep an open door for parents

Make sure that parents know that they are welcome to visit your family day care home at any time. This open door policy will make parents feel secure. It is a good reflection on the quality of care in your home. Invite parents in to see what you're doing. Ask them to join in.

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National Association for Family Day Care

What is Family Day Care?

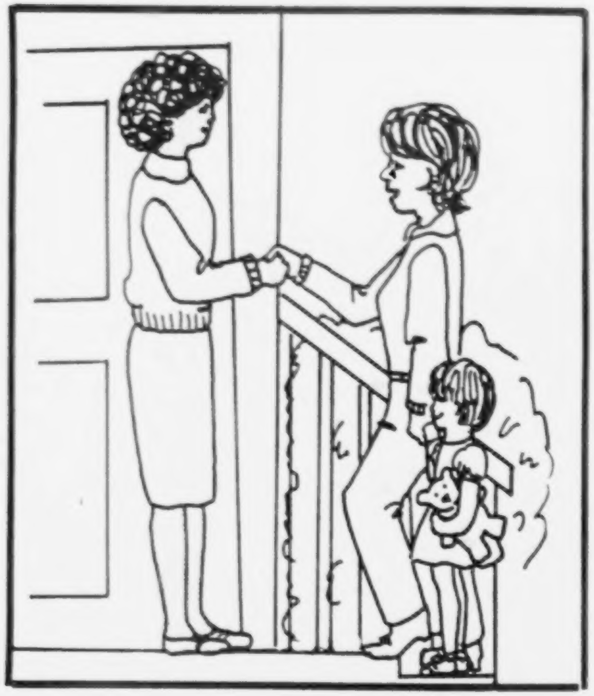
Family Day Care
is
Everywhere

870

Family Day Care Is . . .

Child care that is offered in a home that provides care in a loving safe environment where the child can grow and learn. It is NOT babysitting.

It is important for parents to find a family day care home provider who feels as they do about children. Have parents visit your home and watch you with the children. Spend some time talking with them.



ALWAYS HAVE PARENTS CHECK OUT YOUR FAMILY DAY HOME BEFORE THEY LEAVE THEIR CHILD. HAVE THEM VISIT OFTEN AND SPEND ENOUGH TIME SO YOU AND THE PARENTS GET TO KNOW ONE ANOTHER.

Children in Family Day Care Homes

All types of children can be cared for in a family day care home, including babies, toddlers, preschoolers, school-age children, brothers and sisters. Children with special needs, can be given special attention.

Your Family Day Care Home May Offer

* flexible hours
* small group settings
* home atmosphere
* personalized communication with parents
* understanding and love
* individual attention

Parents May Find Your Family Day Care Home Through

* Community Action Agencies or Committees
* Community Coordinated Child Care Agencies
* Family Day Care Associations
* Departments of Social Services or Public Welfare
* Departments of Human Resources
* Information and Referral Systems
* Schools
* Community bulletin boards
* Newspaper ads
* Friends or fellow workers

Some Signs of a Good Family Day Care Home

- * Does the provider welcome parents in the home at any time?
- * Is the home clean?
- * Does the home look safe?
- * Is there a small enough group to get personal attention?
- * Do the children look happy?
- * Is there enough indoor and outdoor play space?
- * Are suitable activities planned?
- * Are there quiet times, active times, nap times?
- * Does the provider handle discipline kindly, without shouting or spanking?
- * When meals and snacks are served, are they nutritious?
- * Is the home registered or licensed as required by your state or community?

This information is based on a brochure developed by the National Association for Family Day Care.

Family Day Care as a Profession

3

LICENSE
MENU
NOTES
Activities for this week
PHOTOS

Becoming a Professional

FAMILY DAY CARE AS A PROFESSION

Family Day Care should not be called "baby sitting" because it is much more. Running a family day home is a small business. But it is one of the most important human service professions.

In a good family day care home, the caregiver:
- helps the children have fun and learn
- gives them loving care in a safe place that is set up for child care
- teaches children to feel good about themselves
- teaches children to get along with others.

You have to know a lot to be able to do this. You also have to be a person who enjoys having children around. Family day care providers are becoming professionals so that they can get respect for the good job they do. How do you get to be a professional?

Here are 5 signs of a real pro.

1. A Pro knows the rules

There are different rules and regulations for family day care in every state. Most states have either registration or licensing for family day care homes.

* Rules are made to protect the children.

* Rules also protect the caregiver.

* Rules can't guarantee good day care but they can help prevent accidents and abuse.

Community rules cover safety, health and the basics of protection. To find out what the rules are in your state, call the local department of social services. There is also a national rule that anyone who sees signs of abuse or neglect must report this.

2. A Pro keeps learning

Doing a good job in family day care means that you have to know many different things - emergency first aid, keeping business records, activities for children, and good sanitary practices to prevent the spread of illness. There are chances to learn all around you.

* Community Colleges and Technical Institutes give free or low cost courses about different child care subjects.

* Local Red Cross or Hospitals give First Aid and CPR courses.

* There are correspondence courses or TV courses on child care that you can take at home.

You can find out about courses by calling your local Community College, your county Agriculture Extension Service, or your library for information.

3. A Pro joins with other pros

One of the best ways to learn and grow is with other pros. There are day care groups to join which have educational meetings, newsletters, and magazines.

* The National Association for the Education of Young Children (NAEYC) has about 40,000 members. Almost every state has its own AEYC group.

* The National Association for Family Day Care (NAFDC) is for family day care providers only. Some states have FDC groups.

* Umbrella agencies are groups of family day care providers that join together to offer many services. Family day care homes that become members may get government money from the Child Care Food Program to help pay for the meals served to children in their home. They may also share toys, have workshops and consultants.

* State Day Care Associations for centers and family day homes have started in many states.

Look in packet piece #7 for ways to contact professional groups in your area.

4. A Pro gets qualified

Child care gets better as the caregiver learns more. Your understanding of children and parents grows as you put your new ideas to use. Your skill in working with children improves. So does the way you manage your family day home.

As you improve the care you give, you should try to work towards some recognition. There are different ways to get qualified.

* Ask about credit for the workshops you take at professional meetings. Many groups are offering credit now.

* Take courses from Community Colleges that have credit or that lead to a certificate. You can even take a Correspondence Course for credit.

* Think about working towards a CDA, which is a Child Development Associate Credential. There is a CDA especially for family day care.

Contact information about these ways of becoming qualified are in packet piece #7.

5. A Pro gets respect

Parents and other members of the community are starting to realize what good family day care means. Many businesses are helping their workers find day care through Information and Referral services. As you become more active in telling people what good day care is, you will find that parents and other members of your community will treat you and other caregivers as professionals offering a needed service.

* Give parents the "Something for Parents" piece in each one of the packets. Let them know you are working to improve your family day home.

* Share other pieces of the packets with parents so that they can learn along with you.

* List your family day home with the local Information and Referral services. Sometimes these I & R services offer other kinds of help too.

* Attend local meetings about children such as the School Board meetings or the Parks and Recreation meetings. Make sure that local groups know about important day care issues.

* Find out what the local Chamber of Commerce is doing. Your day care is a small business that is helping the entire community. You have a lot to share.

4 Something for children

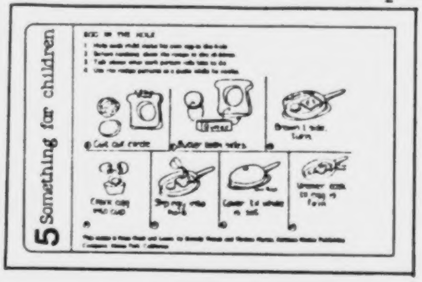
This card will have an activity for you to do with the children.

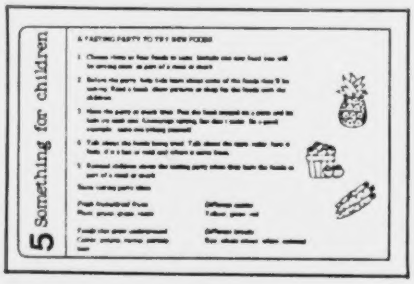
It will always be the same shape and color and will be in the right pocket.

Sometimes the activity will be for babies; sometimes it will be for older children. Or it might be for everybody to do together.

If you have already tried one of the activities with your children, perhaps the card will suggest a way to change it a little. You can write your own special ideas on the card about how it works best at your house.

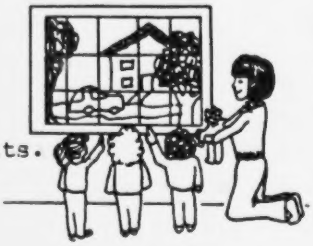
The back of this card has an example.





4 Something for children

A RAINY DAY WALK



On a rainy day go for an indoors walk.

See the parts of the house that are usually off-limits.

- explain that this is special
- go along and point out the sights
- show what's behind the cupboard door
- let the children sit on the edge of the grown-up's bed

Go to the little-used window and look out.

- have each child name one thing he sees
- let the older children name one thing they WISH to see
- you and the older children can point things out and name them for the baby

Look for all the inside things that are a special color.

- say what they are - very loudly - very softly
- touch them carefully

Ask the children what kind of indoors walk they'd like to take on the next rainy day.

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5 Something for yourself

This card will always be this size and color. It will always be in the right hand side of the folder.

It's not always easy to see how the ideas you read about can be made to fit your own situation. We hope the things on this card will help you each time to do that.

The card might have on it

- a checklist
- a quiz
- a form to fill in
- some questions to ask yourself

They will be for you to think about in a quiet moment.

This checklist will help you think about many of the things it takes to be a family day care professional. Answer the questions to find out what you have already done and what you still have to do to be a real "pro."

I am licensed or registered to give care. Yes__ No__

I have good contacts with parents who need child care through an Information and Referral Service or other means. Yes__ No__

My home is a safe, healthy and interesting place for children. Yes__ No__

I have taken First Aid and CPR courses. Yes__ No__

I go to workshops and take courses to improve my skills in caring for children. Yes__ No__

I am a member of a child care professional group. Yes__ No__

I know about the umbrella agencies in my state. Yes__ No__

I welcome parents into my home at any time while their children are here. Yes__ No__

I know what to do in case I think a child is abused or neglected. Yes__ No__

I help raise the parents and community respect for child care by sharing information. Yes__ No__

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6 Something for parents

Dear Parent,

We have a very important thing in common - we both care very much about doing a good job raising children.

As you know, when you're raising children there are always things you have questions about. I'm always asking questions and looking for new ideas too. I think you will be interested in sharing some of the ideas in the information packets for family day caregivers that I am using. Each packet is on a different topic about raising children. All the packets give practical ideas, many of which can be used in your home as well as here in day care.

In each packet there is a letter for parents, which I will give to you. I would also be happy to share other information from the packets with you.

Talking about these ideas will help bring home and day care closer together, and make it easier for your child.

Sincerely,

____
(your caregiver)

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When you want to know more

ABOUT FAMILY DAY CARE AND YOU

PROFESSIONAL GROUPS

National Association for the Education of Young Children (NAEYC)
a group of caregivers and administrators working for better day care; you are invited to join

Contact: NAEYC
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009
800-424-2460
free call

National Association for Family Day Care
a group of family day caregivers sharing information and ideas for professional growth; you are invited to join

Contact: NAFDC
Box 71268
Murray, UT 84107

The Children's Foundation
a non-profit organization that offers information and support to family day care providers across the country

Contact: The Children's Foundation
1420 New York Avenue, N.W.
Suite 800
Washington, D.C. 20005
202-347-3300

CLASSES

Local American Red Cross
offers a first aid class and a CPR (Cardiopulmonary Resuscitation) course

Community Colleges or Technical Schools
offer classes in early childhood education, nutrition and other areas that will help you give better child care

INFORMATION

Agricultural Extension Service
a government program that gives
information about health, family needs
and day care

Contact: Your county Agricultural Service
listed in your telephone book

Department of Social Services
in this office there is a person who helps with
day care

Contact: Your county Department of
Social Services
listed in your telephone book,
ask for the day care person

THINGS TO SEND FOR

"Fact Sheet on Family Day Care"
facts on family day care, including what
it is, who does it and how to find it
Cost: about 50¢

"Fact Sheet on the Child Care Food
Program in Family Day Care Homes"
a description of the Child Care Food
Program in day care homes
Cost: about 50¢

"Umbrella Sponsorship for Family Day Care
Homes"
information about the Child Care Food
Program
Cost: about $1.50

"1984 Director of Day Care Associations"
lists more than 140 family day care
associations located all over the country
Cost: about $3.00

Order from: The Children's Foundation
Family Day Care Publications
1420 New York Ave. NW, #800
Washington, DC 20005

"Careers with Young Children"
tells about the many careers with
young children and their families
Cost: about $5.00

Order from: NAEYC
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

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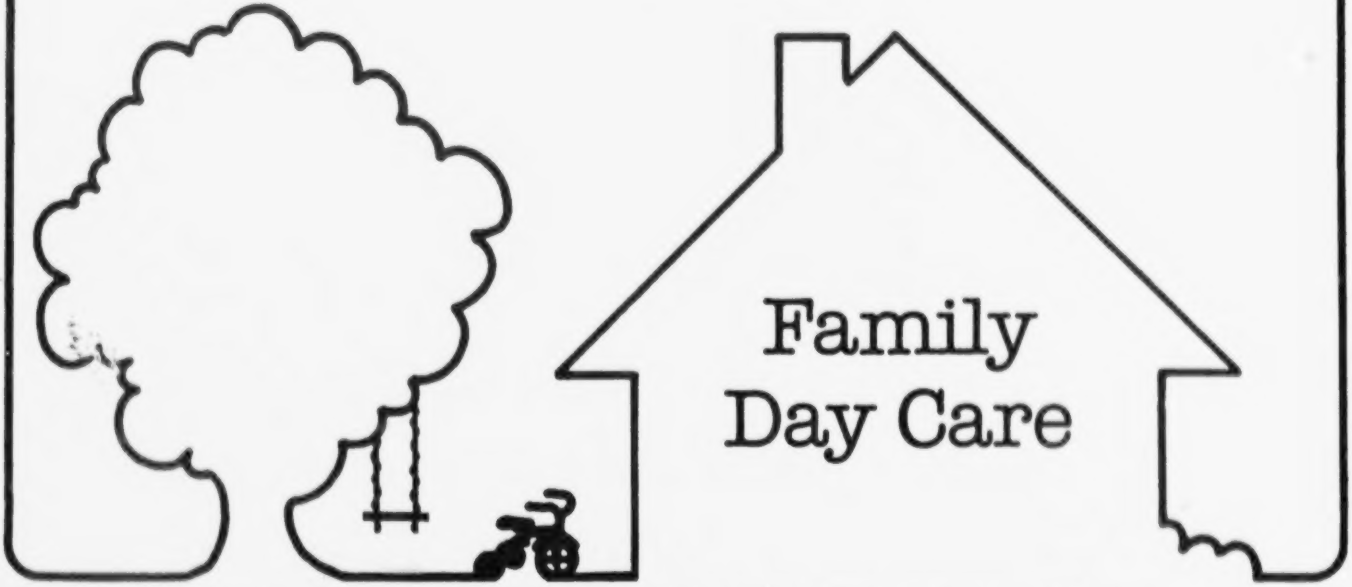
DAY CARE AS
A SMALL BUSINESS

by Richard Clifford and Beth Bourland



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Read this first

Dear Caregiver,

Running a successful business can be a very difficult job. To operate your own day care home, you need to do many things. Here are some ideas you won't want to forget:

Keeping records is important in family day care.

Since family day care is a small business, you must file some tax forms.

Day care providers must follow certain rules and regulations.

Parents need to know about the rules for day care in your home.

In your folder are materials which tell you more about these ideas:

1 helps you get started with basic information on regulations, record keeping, insurance and taxes
2 will help you set up your own personal record-keeping system
3 has samples of records you will want to keep in your record box
4 will help you to practice keeping good records
5 is an information sheet for you to fill out and give to parents
6 can help you get started when you want more information

We know this folder will not tell you everything you need to know about family day care as a small business. But we hope it helps you think about what else you want to know and gives you some ideas on how to find out.

Sincerely,

Richard M Clifford Beth Bowland

1

Day Care as a Small Business

Day care in your home

Do you know your day care home is actually considered to be a small business? That's an easy thing to forget. Since your day care home is your very own business, it is important to make the most of all your money, time and energy. As you read on, you will find many useful ideas to help you run a successful Family Day Care Business.

WHAT IS DAY CARE?

Each state has its own ideas about day care. As a rule, day care usually means that you care for some children (other than your own) for a few hours a day on a regular basis.

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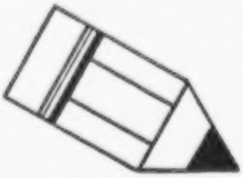
"Day Care as a Small Business"



Who needs to be licensed?

In nearly every state, family day care homes must be registered or licensed with the state. Many states require registration or licensing with as few as one child other than your own. If you are not registered or licensed you should call or write your state licensing office. Your local department of social services can give you the address or phone number.

Day care has been given a lot of attention in the past few years. Many states and the federal government are making changes in the rules they have set up for both center and family day care. Be sure to keep in touch with your state day care agency so you will know about the changes that affect your own day care home. Registration or licensing often means writing down the answers to some questions about your home. In some states a visit from the licensing office is also required.

Federal regulations?

Right now there are no federal rules for the registering or licensing of family day homes. Each state has its own requirements.

If you want to care for children whose care is paid for by state or federal money, you will need to see if other rules are used for this type of care. Check with your licensing agency or local social services agency for more information.

Records

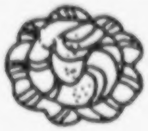
Groceries! Fees! Attendance! Bills! Insurance! Receipts! A-h-h-h!!! What's a caregiver to do? How can one person remember so many things at one time? It seems impossible!

WAIT! It's not impossible! Records can do it for you. It won't take long for you to set up your own files and be on your way to a more organized program.

Keeping good records is a must for every caregiver. Records help you keep track of when your money comes in and how it gets spent. They help you when a child gets sick or if you need an idea for a new game. By keeping all your receipts and careful records, you can make tax season a lot easier because you will know exactly where your money goes.

In this packet you will find a pamphlet called "An Easy Way to Keep Your Records." You will also find a pack of sample forms with which to begin your own files. It does take a little time to set up your own record system, but once you've done it, your life will be a lot easier. Read these pamphlets and see! You may even save some money.

One other type of record you may want to have is a contract or agreement between you and each family. It should clearly tell about the care you give and the fees the parents are to pay. You can get sample agreement forms from the places listed in the "When You Want To Know More" sheet in this packet.



Child Care Food Program

Do you know that you may be able to get money back for some of the money you spend on food for children in your care? The Child Care Food Program gives some caregivers money to help pay for the meals they serve in their home. To find out if you qualify, call your local day care association or the local department of social services.

Insurance

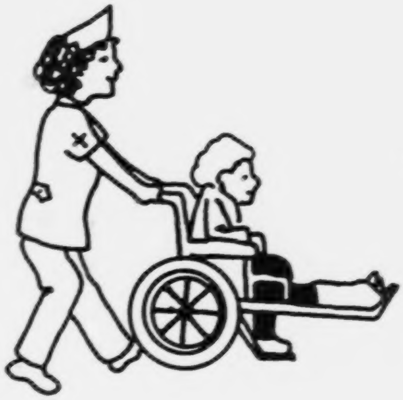
What would happen if a child fell down and broke his leg in your back yard? Who would pay those expensive hospital bills. . . You?

We all know the best insurance you can have is a safe home, but accidents can happen even in the best day care homes. You may want to get a small liability insurance policy to cover yourself just in case an accident occurs. You may not be required to have liability insurance to be registered or licensed in your state, but insurance is still a VERY important item for every caregiver to have. Homeowners insurance usually does not cover your liabilities as a caregiver.

Insurance policies can be very different. It is important to look around and ask many questions before you invest your money in insurance. Talk with other caregivers or an insurance agent. They can probably give you the best information.

Here are some things to think about when you set out to buy insurance.

- Check to see if the policy will cover children in your yard or while riding in your car.
- Read the policy very carefully. Some insurance policies may not insure all of the children in your home.
- Ask parents what kind of insurance they carry on their child. Does their policy cover their child when he is in your home?
- Some insurance companies offer group rates when a number of caregivers sign up for the same plan at the same time. Talk with other caregivers or local child care agencies to see if they know any companies that do this.
- After you have chosen your policy, discuss it with the parents. They need to know what type of insurance coverage you can provide for their children.



What about taxes?

Taxes!. . . Me?. . . Do I have to pay taxes too?

The answer to that question is "Yes." Because your day care home is a small business you MUST tell the government how much money you made by filling out an income tax return. If you are having trouble, or if you have never filed tax forms before, you may need to talk with an accountant or someone from the Internal Revenue Service (IRS). The three major taxes you need to know about are listed below.

1. Federal Income Tax
2. Social Security Tax
3. State Taxes

FEDERAL INCOME TAX

For income tax purposes, a caregiver is a self-employed person. You have to file a tax return if you earned more than $400 a year from your self-employed business. If you and your husband file a "joint return," your income is still self-employment and you must report it. These are the forms you will need:

Form 1040:	Use this form to show how much money you made and what kind of deductions you want to take. (Never use a 1040A because this form does not let you report self-employment information.)
Schedule C:	Family Day Care Provider's form for self-employed business.
Schedule ES:	(Estimated Taxes) On this form you need to report what you think your taxes will be for the next year. Self-employed persons are required to pay an estimated income tax each quarter since they do not have tax withheld from paychecks.

SOCIAL SECURITY TAX

Since you are a small business, you have to pay a self-employment tax on the money you make in your day care home. This tax is called the Social Security Tax and it is reported on Form 1040 SE. You can get this form from the IRS or Social Security Administration.

You do not have a choice about paying this tax! By law, you are required to file and pay Social Security each year. Then, when you retire, you will be able to collect your Social Security benefits.

If you hire a person to work in your family day care home, you must also pay Social Security Tax on the money they earn from you. You will have to fill out a Form 941 with the Social Security Administration if you pay any employee more than $50 during a quarter of the year. You may also have to pay unemployment tax on the money your employees earn from you. Ask the IRS agent when you talk to him or her.

STATE TAXES

Most states now have income taxes very much like the Federal Income Tax. You should check with the state tax office nearest to you to find out if you have to fill out any state tax forms. You should also ask if there are any other taxes or fees that you must pay in order to run your family day care home.

Tax deductible expenses

One of the main reasons for keeping good records of your expenses is so you can claim the money you spend on your day care program as a business expense. This way you can avoid paying taxes on that part of your income. Some expenses you have are just for your day care. They are fully deductible. Other expenses, like your light bill, are part for your family and part for day care. They are only partially deductible for tax purposes.

Since you use your home for business you are able to claim part of the costs of running your home as a business expense. You may need to get help from a tax accountant or from the IRS to find out exactly how much you can claim as a deduction.

Below are listed examples of expenses that are fully and partially deductible. You may want to look at the Monthly Record of Income and Expenses (#3 in this packet) as you read the example.

FULLY DEDUCTIBLE EXPENSES
(Actual Day Care Expenses)

- REPAIRS: all repairs for day care equipment that only day care children use
- SALARIES AND WAGES: for a substitute caregiver if you're ill or have to go out of town
- INSURANCE: any day care insurance you buy
- LEGAL AND PROFESSIONAL FEES: such as dues for membership in a day care organization
- OTHER BUSINESS EXPENSES: includes any item under "Actual Day Care Expenses" not mentioned. This includes travel, mileage, advertising, and medical exams for becomming licensed or registered

PARTIALLY DEDUCTIBLE EXPENSES
(Related Day Care Expenses)

- TAXES ON BUSINESS AND BUSINESS PROPERTY: if you own your home or are buying one
- RENT ON BUSINESS PROPERTY: if you rent your home
- REPAIRS: on equipment shared by your family and the day care children, such as a stove or refrigerator
- INSURANCE: such as homeowner's liability insurance
- INTEREST: the interest charge included as part of each monthly house payment
- OTHER BUSINESS EXPENSES: includes any items under Related Day Care Expenses not mentioned, such as utilities and appliance repairs, child supplies and equipment that are shared with your family

➡ DON'T FORGET TO KEEP ALL RECEIPTS! You will need a record of everything you claim or deduct.

Adapted from: West Virginia Day Care Enrichment Program, © TAPP ASSOCIATES, INC., Atlanta, Georgia.

Tax questions

When it is time to file your taxes, here are some questions that you might want to ask a tax person. The toll-free number to call for federal information is listed in your telephone book under United States Government, Internal Revenue Service (IRS). Check your phone book or your state tax returns for a number to call for help with state taxes.

1. Do I have to file my taxes?

2. What forms should I fill out?

3. When and where should I file my taxes?

4. What percent (%) of my related expenses may I deduct?

5. How can I get help when it is time to fill out the forms?

List other questions you want to ask here:

____

____

____

____

____

If a person from the Internal Revenue Service (IRS) comes to see you about your taxes, here are some questions he might ask you:

1. How much money do you make in one year?

2. What records do you keep?

3. Have you ever paid taxes before?

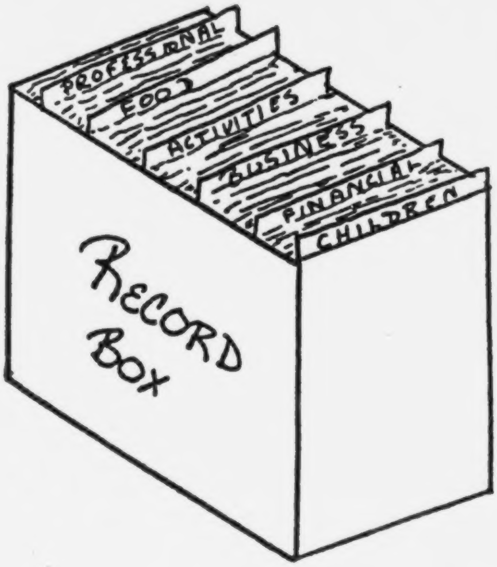
4. What taxes did you pay?

5. If you didn't pay taxes, why not?

BE VERY CAREFUL TO KEEP GOOD RECORDS OF ALL YOUR INCOME AND EXPENSES

2

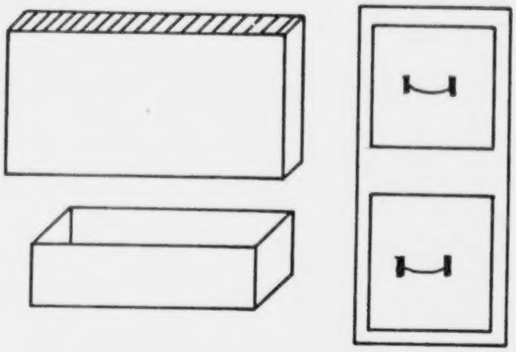
AN EASY WAY TO KEEP YOUR RECORDS


PROFESSIONAL
FOOD
ACTIVITIES
BUSINESS
FINANCIAL
CHILDREN
RECORD BOX

SETTING UP YOUR OWN RECORD BOX

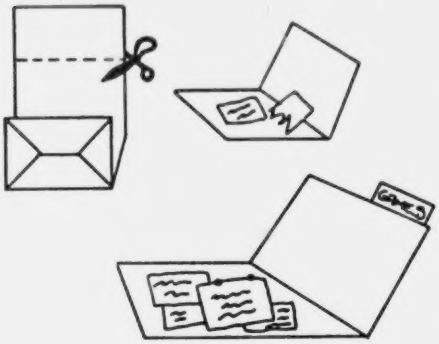
Step 1 - The first thing you will need is something to hold your records. Your container should be a sturdy box that is easy to carry and to move around. Here are some suggestions:

- a cardboard box (you may want to cover your box with contact paper to protect it and make it last longer)
- a dresser drawer
- a small file cabinet



Step 2 - Once you have your record box, you will need to put your records in order. Separate your information by subject area. Then put each subject into its own folder.

Folders can be made from paper bags, large envelopes or folded sheets of large paper. You can also buy them ready-made at a store.



Step 3 - Label each folder and put it into your record box. Here are some suggestions for subject areas that you may want to use.

CHILDREN IN YOUR CARE

You will need one folder for each child. In each child's folder you should keep:

The Child Information Record
All medical and health records (You may want to use the forms in the HEALTH AND SAFETY PACKET)
Any permission or authorization forms
Records on enrollment, fees and other business with the child's family

FINANCIAL RECORDS

Bills and canceled checks
Monthly Record of Income and Expenses
Yearly Record of Income and Expenses
Grocery tapes
Other receipts for Child Care Food Program
Fee payment receipts
Tax information
Maintenance and repair records

OTHER BUSINESS RECORDS

Letters to parents or businesses
Insurance information and policy
Licensing and certification information
Child enrollment and operating policies
Monthly Attendance Records
Child Care Food Program information
Other agreements or contracts
Warranties

ACTIVITIES FOR CHILDREN

Weekly plans
Games
Toys
Holiday ideas and games
Art activities
Field trips

FOOD

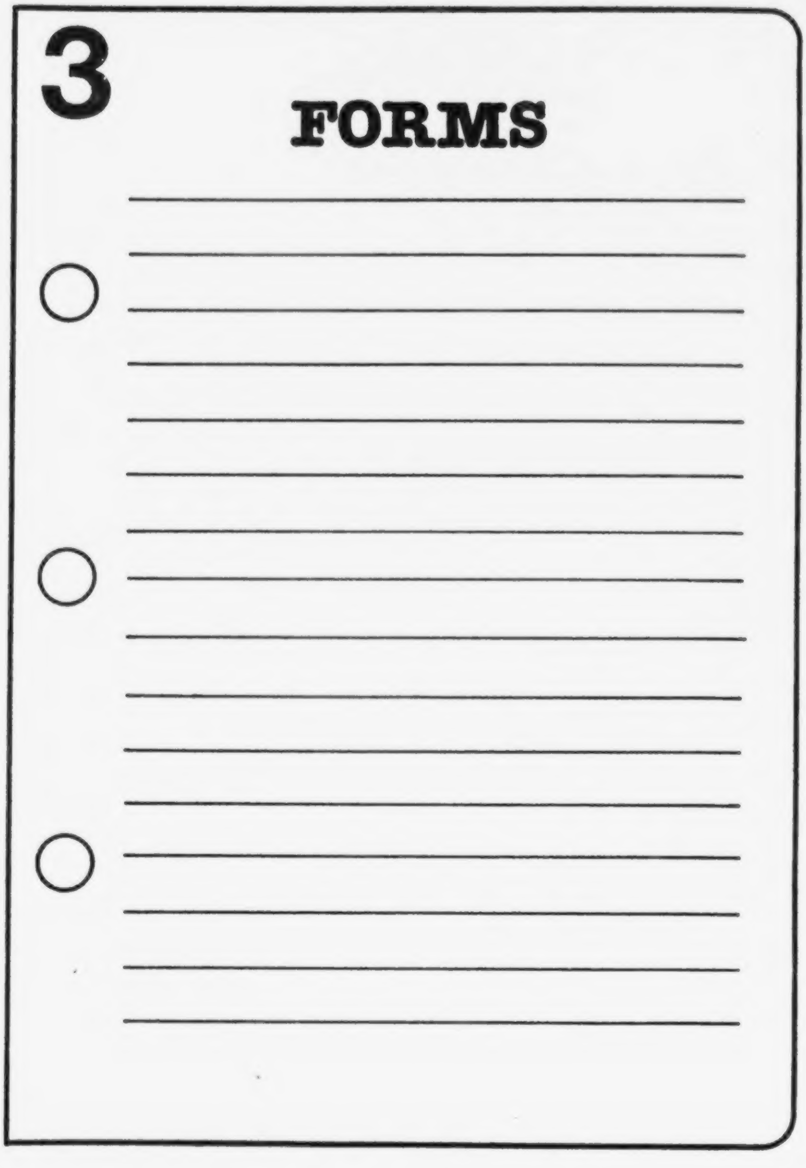
Nutrition information
Menus
Recipes

PROFESSIONAL MATERIALS

Training materials
Family Day Care Training Packets
Other educational materials

Adapted from:
Caring for Children Today
A Guide for Family Day Care Providers

Department of Family and Child Development
Kansas State University
Manhattan, Kansas



3

FORMS

Here is a set of forms that may be useful to you in operating your day care home. They are for your use in keeping records on children and finances. Your DSS or other agency may require you to use a special form for some items. When this is the case, be sure to use the form they require rather than one of these forms. You may copy or reprint any of these forms for use in your own day care home.

HOW TO USE YOUR
YEARLY RECORD OF INCOME AND EXPENSES

1. Fill in the year.

2. All of the information needed for this record can be found on your Monthly Records of Income and Expenses.

3. Fill in your Total Income for each month under the name of the month. Add together each item to get your total income for the year.

4. Fill in your monthly subtotals for each kind of expense (Actual and Related) under the name of the month. Find your total for each kind of expense by adding the 12 monthly subtotals in each row. Put that amount in the TOTAL column.

5. Add the TOTAL column of Actual Day Care Expenses. Put that amount in the box labeled Yearly Total of Actual Day Care Expenses (you will be able to deduct this amount as business expenses when you file your taxes).

6. Add the TOTAL column of Related Day Care Expenses. Put that amount in the box labeled Yearly Total of Related Expenses. You will need to talk with a tax person to decide how much of this total you can deduct as a business expense when you file your taxes.

YEARLY RECORD OF INCOME AND EXPENSES

Year	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	TOTAL
Income													

	EXPENSES	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	TOTAL
ACTUAL DAY CARE	Food													
	Supplies													
	Equipment													
	Repairs & Maintenance													
	Other													

Yearly Total of Actual Day Care Expenses ☐

	EXPENSES	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	TOTAL
RELATED	Utilities													
	Home Equipment													
	Other													

Yearly Total of Related Expenses ☐

MONTHLY MILEAGE RECORD

Date	Where?	Why?	How Many Miles
		Total number of miles this month	

______ x ______ = ______

Total Miles | Rate 20.5¢* | amount deductible

* You will need to make sure this rate is correct when you use this form. Check with the IRS.

HOW TO USE YOUR MONTHLY ATTENDANCE RECORD

1. Fill in the month and the year.
2. Fill in each child's name. (There are extra lines on this form just in case you get new children during the month).
3. If the child is ABSENT, put an A in the box under the date and across from his name.
4. If the child is PRESENT, put a ✓ in the box under the date and across from his name.
5. Write the total number of children present each day in the bottom box of each row under the date. (To find the average number of children in your care each day, add the daily totals and divide that number by the number of days you took care of children that month).
6. Write the total number of meals and snacks served each day under the correct date. Do not include those meals or snacks brought by the children.

HOW TO USE YOUR MONTHLY MILEAGE RECORD

1. On the back of this form you will find a Monthly Mileage Record. Fill in each column everytime you drive anywhere for, or with, the children.
2. At the end of each month, figure out the AMOUNT DEDUCTIBLE and record it on your Monthly Record of Income and Expense under Other of Actual Day Care Expenses.

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Month ____________
Year ____________

MONTHLY ATTENDANCE RECORD

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
1.																																
2.																																
3.																																
4.																																
5.																																
6.																																
7.																																
Daily Total																																

Daily Average ________

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
Breakfast																																
AM Snack																																
Lunch																																
PM Snack																																
Dinner																																

Child's medical needs (such as allergies): ____________

____

____

Child's favorite toys, games and foods: ____________

____

____

Child's fears and special needs: ____________

____

____

Other important information (ex: napping, toileting, etc.):

____

____

____

____

MEDICAL CARE CONSENT

In case of emergency I, ______________________
parent

give permission to ______________________
caregiver

to get medical help for my child, ____________
child's name

I agree to be responsible for the cost of such emergency medical care.

______________________ ______________
Parent signature Date

HOW TO USE THE CHILD INFORMATION RECORD

Have the parents fill in or tell you all of the information listed on this record. This is VERY important information. You should have one of these forms completed for each child in your care. Keep the forms up-to-date and near the telephone, in case of an emergency.

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CHILD INFORMATION RECORD

Child's Name ______________________________ Nickname ______________

Birthdate ________________________

With whom does the child live? ____________________ Relationship ____________

Home Address ______________________________ Home Phone ______________

____

Work Addresses ______________________________ Work Phone(s) ____________

______________________________ ____________

Work Days S M T W Th F S (circle) Work hours ______ to ______

Brothers and Sisters:

Name ______________ Age ______ Name ______________ Age ______

Name ______________ Age ______ Name ______________ Age ______

Name ______________ Age ______ Name ______________ Age ______

Family Status: parents together ☐ parents separated ☐ child living with someone other than parent(s) ☐

Child will come on days: S M T W Th F S (circle) Hours ______ to ______

Person responsible for pickup and delivery ______________________________

Other persons allowed to pick up child from day care home ____________________

______________________________ ______________________________

Name of Child's Doctor ______________________________ Phone ______________

Address ____

In case of emergency when parent cannot be reached, please notify

(1) Name ______________________________ Phone ______________

Address ______________________________ Relationship ______________

(2) Name ______________________________ Phone ______________

Address ______________________________ Relationship ______________

(3) Name ______________________________ Phone ______________

Address ______________________________ Relationship ______________

DID YOU REMEMBER TO RECORD?

- _____ mileage for transporting children
- _____ products (like bathroom rails or outside ramps)
- _____ field trip costs
- _____ payment for help with tax preparation
- _____ stamps and envelopes for mailing bills and parent information
- _____ bedding for the children
- _____ a fire extinguisher, smoke detector
- _____ additional medical insurance for yourself
- _____ additional liability insurance
- _____ registration or tuition fees for day care training
- _____ transportation costs for training sessions
- _____ magazines, books on children
- _____ photocopies of your day care records
- _____ diapers and infant formula
- _____ games and toys
- _____ newspaper ads about your services
- _____ telephone installation or extension
- _____ bulletin board supplies
- _____ locks on cabinets or doors
- _____ first-aid supplies
- _____ safety caps for electrical outlets
- _____ meals and snacks for the children
- _____ equipment repair

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HOW TO USE YOUR
MONTHLY RECORD OF INCOME AND EXPENSES

1. Fill in the month and year. You need to fill out one of these forms for each month of the year.

2. When you receive INCOME (money you GET), write in the date you got it, who it was from, the check number and what it was for. Write the amount in the income column.

3. When you have an EXPENSE (money you SPEND), write in the date you spent the money and to whom you paid the money. Write the amount in the correct expense column.

   ACTUAL DAY CARE EXPENSES (Fully Deductible): money you spend that is totally for the care of your day care children. (For example, crayons, food for the children, toys, repair of swing set).

   RELATED EXPENSES (Partially Deductible): money you spend for both the children and your family. (For example, rent on your home, the gas, electric and phone bills, repairing the roof, homeowner's insurance). When you complete your income tax forms you will be able to count part of these expenses as business expenses, but not the full amount.

4. Add each column and put the totals in the bottom row.

5. Add together all of the Actual Day Care Expenses. Put that amount in the ☐ next to Total Actual Day Care Expenses.

6. Add all of the Related Expenses. Put that amount in the ☐ next to Total Related Expenses.

7. Record the totals and subtotals of income and expenses on your Yearly Record of Income and Expenses.

8. Remember to keep all receipts, canceled checks and bank statements of your day care income and expenses.

Month ____________________
Year ____________________

MONTHLY RECORD OF INCOME AND EXPENSES

			Actual Day Care Expenses					Related Expenses		
Date	Description of Income or Expenses	Income	Food	Supplies	Equipment	Repairs & Maintenance	Other	Utilities	Home Equipment	Other
Subtotal of Expenses										

Total Income ☐

Total Actual Day Care Expenses ☐

Total Related Expenses ☐

SAMPLE

Child's name Melissa Roberts

Parent's name Tom Roberts

Address 109 Creekwood Drive

Chapel Hill, N.C.

Telephone Number 942-7660

Date	Amount paid	Receipt or Check #	Period covered
2/1/85	$185.00	Check #409	2/1 - 3/1/85
3/2/85	$185.00	Check #578	3/1 - 4/1/85

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HOW TO USE YOUR PARENT PAYMENT RECORD

1. Fill in the child's name and the parent's name, address and phone number.
2. Each time you are paid, write down the date you were paid, the check or receipt number and the days or weeks the payment is for.
3. It is a good idea to always give the parents a receipt so that both of you will have a record of each payment.
4. Keeping up with payments each day will make sure parents don't get behind in the money they owe you. It will also help you be sure you don't lose money.
5. The sample on the back page will show you how to fill in the Parent Payment Record.

PARENT PAYMENT RECORD

Child's name ______________________________

Parent's name ____________________ Address ______________________________________ Telephone Number ______________

Date	Amount paid	Receipt or Check #	Period covered

Date	Amount paid	Receipt or Check #	Period covered

Child's Name ______________________________

RECORD OF MEDICINE GIVEN

Date	Time	Medicine Given	Amount	Person Giving Medicine

HOW TO USE THE MEDICINE CONSENT FORM

1. Before you give medicine to any child (EVEN ASPIRIN), you should have the parents fill out and sign a Medicine Consent Form.

2. If you give a PRESCRIPTION MEDICINE to a child, make sure it is in the original bottle with these things on the label:

    date
    name of medicine
    amount to give
    how long you should give it
    doctor's name
    how to store it
    last date you should give the medicine

3. If you give a NON-PRESCRIPTION MEDICINE to a child, make sure it is in the original bottle with these things on the label:

    name of medicine
    who makes it
    amount to give
    ingredients
    how to use it in a safe way

4. You should have a copy of this form in each child's folder. Be sure that the parent fills in and signs a form each time you give a child medicine.

5. There is enough space on this form for 4 different medicines.

6. On the back page is a form to keep a record of medicine you give to a child. Be sure to write in the date, time and name of the medicine.

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Child's Name ________________________

MEDICINE CONSENT FORM

Name of the medicine? ________________________

What is it for? ________________________

Is it ☐ liquid ☐ pills ☐ salve ☐ other ________

When was the last dose given? ________________

Dosage? ____________ How often? ____________

For how long? ________________________

Special Instructions: ________________________

____

____

Parent Signature ____________________ Date ____________

Name of the medicine? ________________________

What is it for? ________________________

Is it ☐ liquid ☐ pills ☐ salve ☐ other ________

When was the last dose given? ________________

Dosage? ____________ How often? ____________

For how long? ________________________

Special Instructions: ________________________

____

____

Parent Signature ____________________ Date ____________

Name of the medicine? ________________________

What is it for? ________________________

Is it ☐ liquid ☐ pills ☐ salve ☐ other ________

When was the last dose given? ________________

Dosage? ____________ How often? ____________

For how long? ________________________

Special Instructions: ________________________

____

____

Parent Signature ____________________ Date ____________

Name of the medicine? ________________________

What is it for? ________________________

Is it ☐ liquid ☐ pills ☐ salve ☐ other ________

When was the last dose given? ________________

Dosage? ____________ How often? ____________

For how long? ________________________

Special Instructions: ________________________

____

____

Parent Signature ____________________ Date ____________

			ACTUAL DAY CARE EXPENSES					RELATED EXPENSES		
Date	Description of Income or Expenses	Income	Food	Supplies	Equipment	Repairs & Maintenance	Other	Utilities	Home Equipment	Other
6/1	Car-Monthly Mileage						21.00			
	Pat M. (#256)-fee	35.00								
	Mary E. (#310)-fee	35.00								
	Joe B. (#1525)-fee	35.00								
	Gregg's Grocery		30.71							
6/2	Wynn's Drug-crayons			3.50						
	Electric Company							32.05		
6/3	Gregg's Grocery		20.12							
	Toy Center-phone			4.50						
6/4	Dick S. (#789)-fee	35.00								
	Beth G. (#902)-fee	70.00								
	Gas Company							23.17		

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4 Something for yourself

Keeping financial records seems scary at times, but you really don't have to be afraid. The Monthly Record of the Income and Expense is made to help simplify your record keeping. Try completing the one on the next page to see how easy it is to use.

1. When you receive INCOME (money you GET), write in the date you got it, who paid you and what it was for. Write the amount in the INCOME column.

2. When you have an EXPENSE (money you SPEND), write in the date you spent the money and to whom you paid it. Write the amount in the correct EXPENSE column.

Just for practice, we have give you below a list of typical income and expenses for one week at Debby's Day Care. Debby finds it easier to keep up with her records if she writes things down every few days. She finds trying to remember expenses for a whole week is too hard and she often forgets something. Open this page and try to fill in the expenses where they belong. (Monday, June 1 and Tuesday June 2 have been filled in for you.) When you finish, look on the back page for the right answers.

Wednesday, June 3

She spent $20.12 for snacks at Gregg's Grocery, and $4.50 for a toy telephone at the Toy Center.

Thursday, June 4

Debby got $35 (check #789) from Dick S. and $70 (check #902) from Beth G. for fees. She paid $23.17 to the Gas Company.

Friday, June 5

No income and no expenses

Month June

Year 1981

MONTHLY RECORD OF INCOME AND EXPENSES

			ACTUAL DAY CARE EXPENSES					RELATED EXPENSES		
Date	Description of Income or Expenses	Income	Food	Supplies	Equipment	Repairs & Maintenance	Other	Utilities	Home Equipment	Other
6/1	Car-Monthly Mileage						21.00			
	Pat M. (#256)-fee	35.00								
	Mary E. (#310)-fee	35.00								
	Joe B. (#1525)-fee	35.00								
	Gregg's Grocery		30.71							
6/2	Wynn's Drug-crayons			3.50						
	Electric Company							32.05		
Subtotal of Expenses										

Total Income ☐ TOTAL

Total Actual Day Care Expenses ☐ TOTAL

Total Related Expenses ☐ TOTAL

5 Something for parents

Dear Parents:

I will be asking you to fill out forms in order to help me give good care to your children. Here is some information about me that may be helpful to you.

My name ______________________________

My address ___________________________
____
____

My phone: ____________________________

Hours: _______________________________

Fees: ________________________________

When due: ____________________________

My vacations: ________________________
____

If I'm sick: _________________________
____

Holidays: ____________________________
____
____

I know that you have rules in your home. Here are some rules I need to have as I care for your children in my home.

Food: ________________________________
____

Clothes: _____________________________
____

How I handle sick children: __________
____

Delivery and pickup: _________________
____

If you are late: _____________________
____

Here is some other important information about my day care home that may be helpful to you.

CHILD CARE TAX CREDIT

Do you know you can claim up to 20% of your costs for child care in my home as a credit on your federal income tax return? (Call the IRS for information. You can find their toll-free number in your telephone book under United States Government, Internal Revenue Service).

You also may be able to count day care costs as a deduction or credit on your state return. (Call your nearest state tax office for information on state taxes).

Signed ______________________________

Your Caregiver

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6

When you want to know more

ABOUT DAY CARE AS A SMALL BUSINESS

CALL-IN-LINE	IRS Tax Information Service answers questions about your federal income taxes. Call the "800" information number to get the IRS toll-free number in your area.	800-555-1212 free call
	for more information, ask for these free materials when you call the IRS	
	"Business Use of Your Home" (Publication 587)	free
	"Child Care" (Publication 503)	free
	"Credit for Child Care Expenses" (Form 2441)	free
	"Employer Tax Guide" (Publication 15)	free
	"Tax Guide for Small Business" (Publication 334)	free
	"Social Security for Household Workers" (Publication 503)	free
	Most states provide free information or advice about taxes. Look in your phone book or on your state tax forms for the office nearest you.	
PROFESSIONAL GROUP	National Association for Family Day Care (NAFDC) Box 71268 Murray, UT 84107	
	write to this organization for information about family day care insurance	
THINGS TO SEND FOR	"Sharing in the Caring: Family Day Care Parent-Provider Agreement Packet" packet includes a handy file, hints on working with parents, brochures for parents and parent-provider agreement forms Cost: about \$ 3.50 (sample packet) \$ 7.00 (5 packets) \$11.50 (10 packets)	
	Order from: Toys 'N Things Press 906 North Dale Street St. Paul, MN 55103	

"Parent-Provider Contracts"
explains how to use contracts and gives examples of day care home rules
Cost: about $2.00

"Collecting Fees Owed"
step-by-step explanation of how to collect money owed for child care services
Cost: about $2.00

"Custody Disputes: Who Can The Child Go Home With?"
discusses the custody issue and gives a sample release from care form
Cost: about $2.00

"Planning for Accidents and Emergencies"
how to legally prepare for and deal with a serious accident with a day care child; also explains providers insurance
Cost: about $3.00

Order from: Child Care Law Center Publications
625 Market Street, Suite 815
San Francisco, Ca 94105 415-495-5498

"Business Ideas"
an easy to read guide about what records to keep for taxes and how to prepare your tax return
Cost: about $5.00

"Calendar Keeper"
a wall calendar that gives you an easy system for keeping records
Cost: about $7.50

"Annual Update for Preparing Your Federal Income Tax Return"
information on federal tax law changes for the past year (available after January 15 of each year)
Cost: about $2.00

Order from: Toys 'N Things Press
906 North Dale Street
St. Paul, MN 55103

Social Security and Your Household Employees" (Publication 05-10021) free
call your local Social Security Administration office listed in your telephone book for this pamphlet

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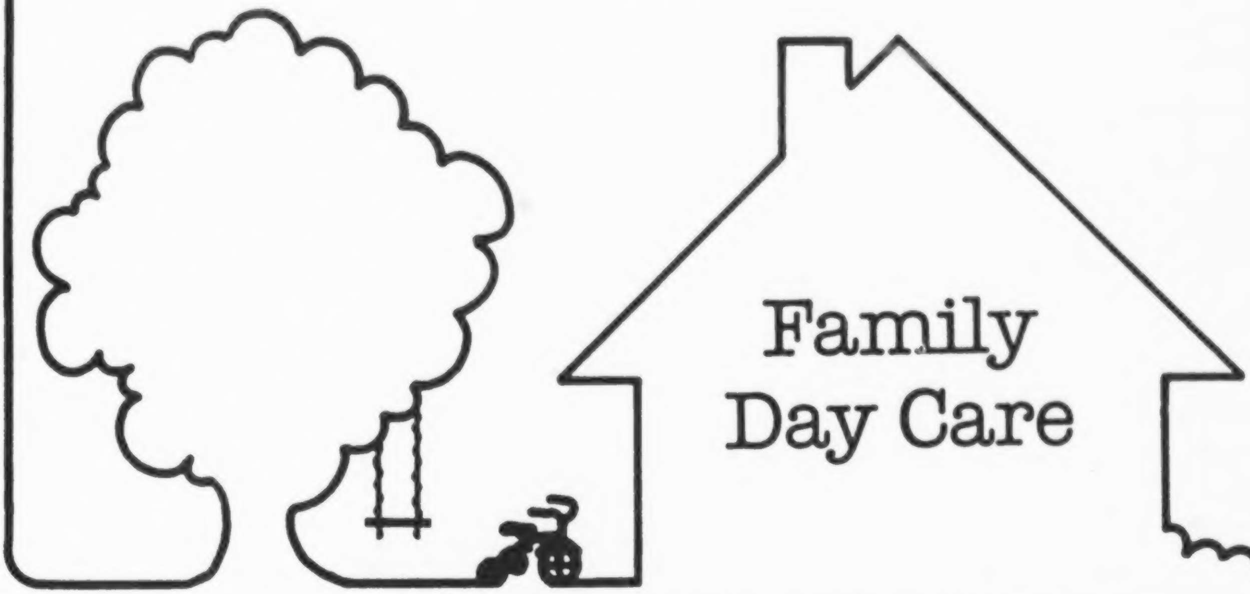
COMMUNITY HELP

FOR CAREGIVERS

by Thelma Harms and Beth Bourland



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928

Read this first

Dear Caregiver:

There are many free community services to help parents and caregivers do a good job of raising children. Community services can be used in many ways in your child care program. As you read these materials, here are some things to keep in mind:

Everyone needs help sometime.

Your community offers many free or low cost services for caregivers and parents.

Some community services offer things for children (like libraries and playgrounds), others offer help for parents and caregivers (such as mental health, health care and social services).

In order to make use of these services, you may need to reach out and make the first contact.

In this folder, there are some materials to get you started.

1 helps you with ideas about services in your community
2 tells you about the many things besides books at the library
3 gets you started thinking about your own community helpers
4 has two activities for the children
5 is something just for you
6 is something for you to read and then share with parents
7 helps you when you want to know more about community resources

We know this will not tell you about all the community resources available in your area. But we hope it helps you to think about what else you want to know and gives you some ideas on how to find out.

Sincerely,

Thelma Hanna Beth Bowland

1

Community Help for Caregivers

Children – our most precious resource

It takes a whole community to raise a child. Parents can't do it alone. Caregivers can't do it alone. That's why there are services set up all over the country to help make child care a little easier.

Some services help with

- family problems
- medical care
- food stamp rules
- normal growth in children

Others are there to help us enjoy life more.

- library story hours
- parks and playgrounds
- programs at the "Y"
- adult courses at high schools and community colleges

What services are there in your town?

What's in yo

The Public Library
- children's books
- movies
- story hour
- bookmobile
- magazines
- current news
- puppets
- records

Hospitals and Clinics
- counseling
- emergency medical care
- rescue squad
- safety information
- poison cotrol
- nutrition information
- training for special needs children

Department of Social Services (D.S.S.)
- food stamps
- mental health center
- day care information
- medicaid information
- health screening program
- health information
- information on child abuse and neglect
- children's protective services
- welfare - A.F.D.C.

Call-in Lines
- local Agricultural Extension Service
- Parents Anonymous
- product safety
- Poison Control Centers
- Emergency numbers or call-in lines for serious problems

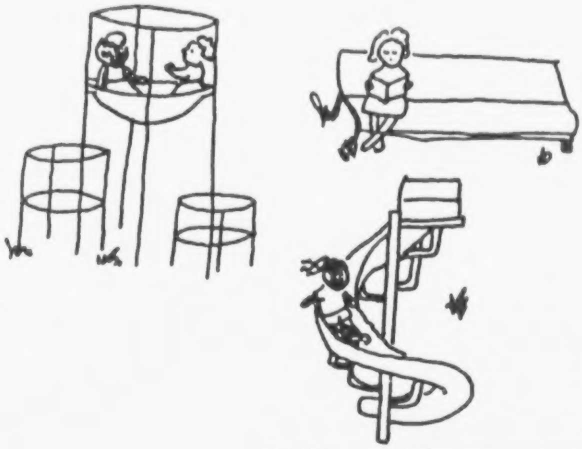
USE YOUR TELEPH

COMMUNITY HELPE

ur community?

Community Colleges and Technical Institutes

classes
workshops
people who like the same things
adult education courses
workshops



Parks and Playgrounds

exercise
picnics
swimming
running
jumping
play ball
swinging
nature walks
YMCA/YWCA

ONE TO CALL THE
RS IN YOUR TOWN

Farms or Factories

people working
things being made
things being grown
animals
fun walks
exercise

Post Office

mail
bills
news
magazines
stamps
passports
mail packages
money order

Fire Fighters and Police Officers

emergency help
safety information
lost and found
fire safety check lists

Child care is a social service

Do you know that child care is a community service? When families talk about their needs, good child care is often what they talk about first. The care you give lets parents work or go to school. You help families and the community, as well as children. Many families could not get along without day care.

As you get more skilled in the care you give, you will no longer be seen as a babysitter. You will be seen as the professional caregiver that you are, giving a needed community service.

Some ways to grow:

1. Get more information about children from courses, workshops and the library.
2. Share this information with parents so they know what you are doing.
3. Find out what's going on in your town for kids and families. Speak out on important ideas.
4. Join a professional organization like the National Association of Family Day Care.
5. Join local groups like the Chamber of Commerce or church groups where you can put in a good word for day care.

Work together with others in your community to develop a child care program to meet everyone's needs - both your own and those of your community.

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"Community Help for Caregivers"

2 VISIT YOUR PUBLIC LIBRARY TODAY

Public libraries want to work with you and your children. Visit the library in your area to discover which of these FREE services are available.

- Things to use with children:
  - picture books
  - filmstrips
  - toys
  - games
  - records

- Things a caregiver can use to plan her day care program:
  - books
  - games
  - teaching guides
  - activity ideas
- 16 mm films. Look through the catalog and choose the ones you and your children will enjoy - in some places you can borrow the projector.
- Bookmobile visits to your day home so you can choose materials that interest you and your children.
- Programs - in the library and sometimes in child care centers or homes.
  - picture book story times
  - puppet shows
  - flannel board stories
  - tours
  - movies

- Information and Referral Services to help connect you with other community agencies.
- Workshops for children, parents, and child care providers:
  - child development
  - children's materials
  - storytelling
  - puppetry
- Free library cards for kids to check out their own books.
- Toy lending libraries where you can borrow toys to use in your day home.

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3 Your own community as a resource

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"Community Help for Caregivers"

There are many people and places right in your own community that can help you with the difficult job you have of caring for children. These places offer different kinds of services which usually cost little, if any money.

Each community is different. You will need to spend a little time checking around your own town or city to find those services most helpful to you and your day care. Look at the resources listed in this pamphlet to see if any of them might be helpful to you.

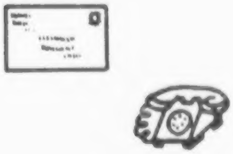
Where to find the helpers in your community:

* the phone book
* the newspaper
* ads in store windows
* community bulletin boards
* TV and radio announcements
* the library

Ways to get in touch with community helpers:

* a phone call
* mail a postcard or letter
* visit their office yourself

How to get the information you need:



1. tell the person who you are
2. tell them what you do
3. tell them what information or help you need
4. tell them why you need it or what you need it for
5. ask them to tell you about the ways they can help you
6. if you can't get what you need right then, give them your complete name, address and phone number so they can send it to you
7. write down the name of the person you talked to in case you need to talk with them again

PLACES TO FIND HELP

at your: Department of Social Service (D.S.S.)

ask about:
* child abuse and neglect help and information
* food stamps
* parent self-help groups
* counseling for special family problems
* testing for children with handicaps or other special needs

at your: County Health Department

ask about:
* health care and health information
* classes to teach about safety or first aid
* support groups for families
* health screening
* information about shots for children
* dental care clinics and information
* information about Medicare or Medicaid
* call-in information lines

at your: County Agriculture Extension Service

ask about:
* call-in-lines
* recreation ideas for kids (4-H, etc.)
* home maker services
* product safety information
* ideas on animal care
* nutrition information (menus, recipes, etc.)
* gardening tips
* educational materials on many topics

at your: Chamber of Commerce

ask about:
* public transportation
* recreation ideas
* field trips to places of public service (police station, fire station, post office, etc.)
* ideas about places to eat
* places to post advertisements about you day care
* give aways from stores and businesses
* maps of your area
* information about stores
* library services

OTHER COMMUNITY HELPERS

Al-Anon
Alcoholics Anonymous
American Cancer Society
American Lung Association
American Red Cross
Association for Retarded Citizens
Better Business Bureau
Boy Scouts
Child Advocacy Groups
Churches and Synagogues
City or County Recreation Department
Civil Rights Office
Community Action Program
Community Colleges or Technical Institutes
County Courthouse
County Farm Bureau
County Water and Sewer Agency
Drug Action Council
Easter Seal Society
Girl Scouts
Goodwill Industries
Heart Association
Housing Authority
Industries of the Blind
Insurance Companies
Legal Aid Offices
March of Dimes
Meals on Wheels
Real Estate Agencies
Travel Agencies

NOTE: If you cannot find the agency in your phone book listed in this way call "INFORMATION" at 1-555-1212 and they can help.

A COMMUNITY RESOURCE FILE

Caring for children is a very busy and demanding job. Most caregivers do not have a lot of extra time in their day. Because of this you will need to find an organized way to keep together all the information you learn about your community helpers. This information needs to be kept in a place that is easy to find.

When you get information about your community helpers be sure to write down their:

* name
* address
* phone number
* ways they can help you
* cost, if any
* when their office is open
* person you talked to
* directions (if you are going to visit their office)

Every caregiver likes to keep records in a different way. You will need to think about the way that will work best for you. Below are listed a few ideas for you to try.

* a notebook with a page for each resource
* file box with index cards on each resource
* a file folder for each resource

PHONE NUMBERS TO GET YOU STARTED

Department of Social Services ____________________
Chamber of Commerce ____________________
Community College ____________________
County Agriculture Extension Service ____________________
County Health Department ____________________
Day Care Services ____________________
Health Clinic ____________________
Library ____________________
Recreation Department ____________________
Stores ____________________
____
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____

Other Community Helpers
____
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4 Something for children

A TRIP TO THE LIBRARY.

The library in your area has a lot to offer. Take a field trip to the library in your town or if your library has a bookmobile, ask the driver to stop by your house.

Before you go to the library, you should call to find out:

- if there is a story hour for your children
- how many books the library will let you take out
- if you will need a card and how to get one
- if there are any other special events like a puppet show or a children's movie
- if your library has movies to lend
- if your library has children's games to lend

When you go to the library, make sure to:

- let the parents know you will be taking a trip
- give the children time in the library to look at lots of new books
- let the children help you choose books to take back to your home
- get library card forms to send home for the parents to fill out for their children

Remember, having fun time with books while children are still young can help them get ready for school.

4 Something for children

GOING OUT TO SEE HOW REAL THINGS ARE DONE.

Children love to see how the real world works. No matter where you live, in the city or in the country, there are interesting work places to visit. In the country, you can visit a farm, a dairy, a mill, a store, or a fish hatchery. In town you can visit a bakery, a locksmith, a fire house, a post office, or a hospital.

Before you go on the trip, you should:
- tell the parents where you will be going and see if it is alright with them. Get their written permission first.
- call ahead to see if it is alright to bring the children
- get the children ready for the trip by talking about where you are going, and what you will see
- read a book about the place you are going
- look through old magazines for pictures of what you hope to see
- plan ahead for everything you will need to take along a snack, extra clothes, a stroller, first aid kit, etc.

After the trip,
- talk with the children about where you have been and what you have seen
- let the children draw pictures of what they saw
- have them tell you a story about the trip
- read other books about this kind of work place
- look through magazines to find pictures of things the children really did see and do.

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5 Something for yourself

Child abuse and neglect has become a very real, but very scary concern of child care providers all over the country. It can happen anywhere or at any time. As a child care professional it is important for you to be aware of the problem and to know what to do if you think it is happening to any of the children in your care.

What is abuse and neglect?

You should be concerned about child abuse or neglect if you think any child under 18 years of age show signs of being:

- beaten, burned, bruised or seriously hurt in other ways
- sharply ridiculed or shamed
- given dangerous things like drugs or alcohol
- raped or sexually molested
- made to have sexual acts with others
- left alone with no one to watch him
- abandoned totally by adults caring for him
- not given proper food, clothing or shelter
- sick, but adult has not gotten medical care for him

What should you do if you think it's happening to a child you know?

If you think a child in your care has been abused or neglected you need to call your local department of social services. Ask to talk with someone in Protective Services. Tell them the child's name, address, parent's name(s), what abuse or neglect you suspect and any other helpful information you can.

➡ Remember, you do not have to tell them your name but you are required by law to file the report. You do not have to see the abuse or neglect happen yourself. Even if you just think the child is being abused or neglected, you need to get in touch with Protective Services right away!

Ways to avoid abuse and neglect in your own day care home.

1. Always have an "open door policy." Allow parents to just drop in whenever they want to see what's going on in your home. Make them feel welcome.

2. Be sure to find out all you can about the people you have working in your day care home. Check references they give you about places they have worked before. Work closely with new helpers.

3. Clearly explain all your rules to any new person that works for you. Be sure they understand your rules about supervision and discipline. Have them sign a statement saying they understand these rules.

4. Never leave children alone. Always have an adult watching them.

5. Do activities with the children where you talk about and practice what to do if a stranger comes up to them or anyone touches them in a way that makes them feel "funny".

6. Make sure to schedule a little break time for each caregiver every day. It doesn't have to be long, but sometimes adults need to get away from the children even if it's just for a few minutes.

7. We recommend that you not use corporal punishment. We talk about more effective ways to discipline children in the packet "Handling Behavior Problems."

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6 Something for parents

Child abuse and neglect has become a very real, but very scary concern of both parents and child care providers all over the country. It can happen anywhere at anytime. Because I am very interested in the well being of your child, I'd like to share some information with you.

What is abuse and neglect?

You should be concerned about abuse or neglect if you think any child under 18 years of age shows signs of being:

- beaten, burned, bruised or seriously hurt in other ways
- sharply ridiculed or shamed
- given dangerous things like drugs or alcohol
- raped or sexually molested
- made to have sexual acts with others
- left alone with no one to watch him
- abandoned totally by adults caring for him
- not given proper food, clothing or shelter
- sick, but adult has not gotten medical care for him

Why does it happen?

No one really knows exactly why a child is abused or neglected. It happens for many different reasons. Here are just a few to give you an idea.

Parents or other adults may:

- be under a lot of stress either at work or at home
- need more help in taking care of their children
- have no way to get away or take a break from the kids
- not feel good about a certain child because of the way he looks, acts, or makes them feel
- need to learn new ways of disciplining other than spanking, hitting or hurting a child

What should you do?

If you think a child you know is being abused or neglected call your local department of social services. Ask to speak with someone in Protective Services.

If you think you, as a parent, may be abusing or neglecting your child there are people ready to help. There is a free hot-line you can call. The name and number is:

Parents Anonymous
800-421-0353

These people understand how you feel and will talk with you about your problems. They will also help you find the support you need in your own community.

Ideas to help with stress in your home.

1. Slowly count to 10 as you take very deep breaths before you touch the child. Gently pick him up and put him in a safe place like the crib, play pen or child-proofed room. Go into another room near by and sit by yourself for 2 or 3 minutes before you go back to the child.
2. Call a friend or neighbor. Tell them you need a short break away from your kids and ask them if they will come help you out.
3. Save a special quiet plaything to be used only at certain times. This new activity will be a treat for your child and at the same time it will give you a few quiet minutes. (Try a new doll or stuffed animal, a special book, or a new color of play-dough.)
4. When the stress seems like just too much to handle, stop the activity you are doing. Calmly take the children outside to a safe play area where they can run around and get rid of extra energy. Sit quietly and breath deeply as you let the children play on their own.

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When you want to know more

ABOUT COMMUNITY HELP FOR CAREGIVERS

CALL-IN-LINES	U.S. Consumer Product Safety Commission helps callers find out if household products are safe; will look into complaints that callers make	800-638-2772 free call
	Consumer Insurance Information Division	800-662-7777 free call 919-733-2032 NC only
	Cancer Information Service	800-422-6237 free call
	AMC Cancer Information Center both agencies answer questions on cancer; kinds of treatment; how to get help	800-525-3777 free call
	Federal Crime Insurance Program helps callers buy reasonably priced burglary and theft insurance in high crime areas	800-638-8780 free call 301-652-2637 call collect DC & Maryland
	Parents Anonymous a self-help support group for abusive parents (gives confidential information and counsel about child abuse)	800-421-0353 free call

THINGS TO SEND FOR

For information on nutrition, menus, recipes or facts on Food Stamps

Write to: Food and Nutrition Service
U.S. Department of Agriculture
3101 Park Center Drive
Alexandria, VA 22302

PROFESSIONAL GROUPS

National Association for the Education of Young Children (NAEYC) a group of caregivers and administrators working for better day care; you are invited to join

Contact: NAEYC
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009
800-424-2460
free call

National Association for Family Day Care a group of family day care givers sharing information and ideas for professional growth; you are invited to join

Contact: NAFDC
Box 71268
Murray, UT 84107

CHILDREN'S BOOKS

What Do People Do All Day?
by Richard Scarry

People in Your Neighborhood
by Jeffrey Moss

Ask at your local library for these and other children's books.

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CARE FOR
THE SCHOOL-AGE CHILD

by Isabelle Lewis

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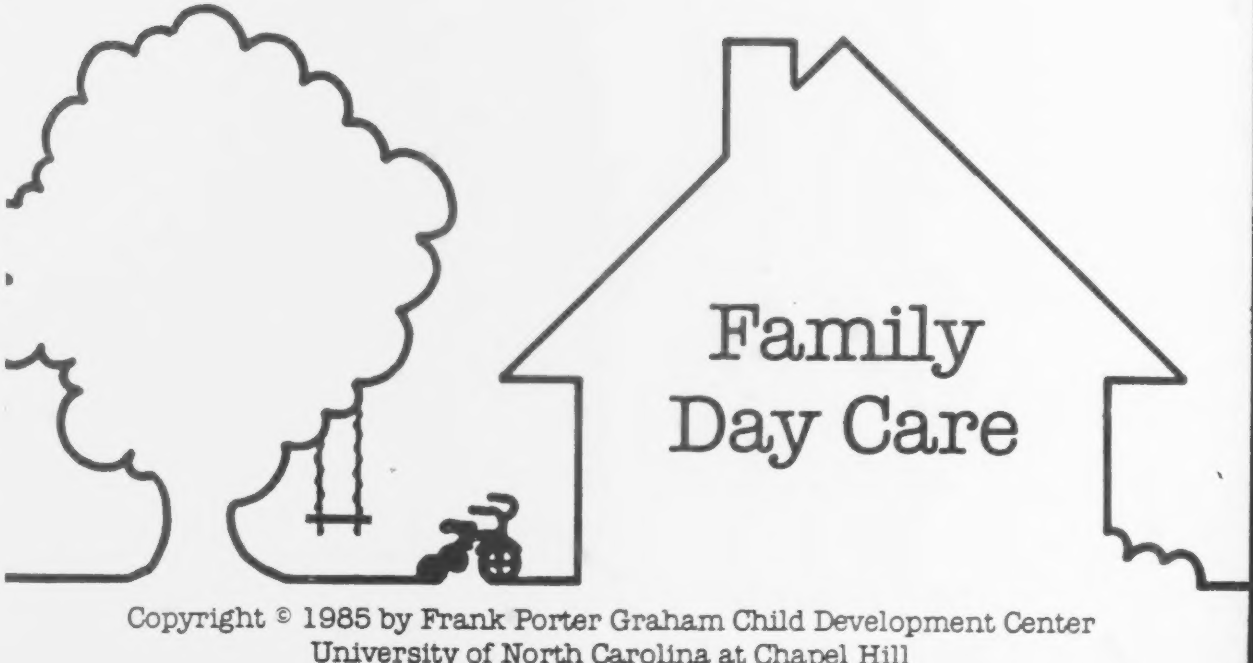

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Read this first

Dear Caregiver,

School-age children are active and interested in many things. Caring for them can be exciting and rewarding - and sometimes a little hectic. Think about the following ideas as you plan a satisfying program for them.

School-age children are developing many of the skills and interests that will be a part of their adult lives.

At this age children can take more responsibility for themselves. But they still needs lots of supervision.

It is important for school-age children to do things with friends and others their own ages.

Children at this stage have strong interests in lots of things. But their interests change often.

In this folder are some materials which may be helpful as you plan your school-age program.

1 talks about the needs of school-age children
2 gives a quick view of development 6-12 years of age
3 tells how you might best use T.V.
4 has activities to help children think and plan for their needs
5 suggests ideas for you
6 is for you to read and then share with parents
7 helps you and the children find out more

Sincerely,

Isabelle Lewis

1

Care for the School-Age Child

After school day care

School-age children can do more things for themselves. But they still need good supervision and loving care. After school care should be set up to keep a child safe and healthy. It also should be interesting and satisfying to the child.

The parent, the provider and the child should be very clear about exactly where the child is to be when not in school. They should also agree on which adult is responsible for him every minute of that time.

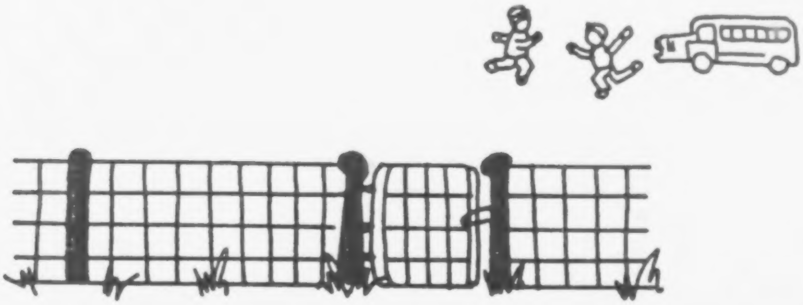
Many providers feel that any agreement for care should be:

1. written out
2. signed before the caregiver takes the child into her home
3. made with the child's help

School-agers need to unwind after school

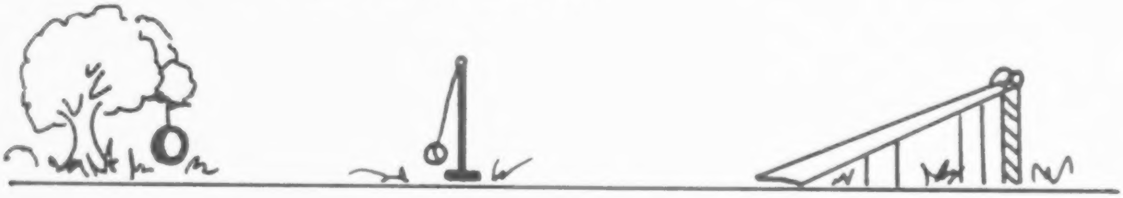
During the school day children have been in a large group. They have been told what to do. And they have done lots of different things in a fairly small number of hours. This kind of day leaves them with some special after school needs.

They need	How you can help
to "unwind" by talking	stop; really listen to this rush of words; sympathize and try not to judge; listen for what they are really trying to say
something to eat	make sure you have nutritious snacks, ready to eat or ready for them to fix; you can use this time to hear about their day while you enjoy a snack together
to have something to do	have a big choice of activities for kids to do; play activities that you can keep up with; be sure to have some they can do on their own

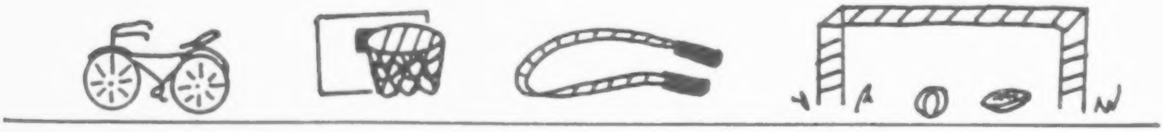


School-agers need safe places to play and relax

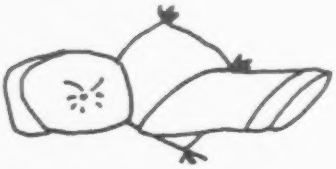
School-age children have physical needs that have to do with their stage of development. They are growing fast so they need a place where they can use new muscles.



School-agers are full of energy so they need lots of action things to do to use up that energy. They test their bodies to the limits so they need safe spaces and equipment for play.

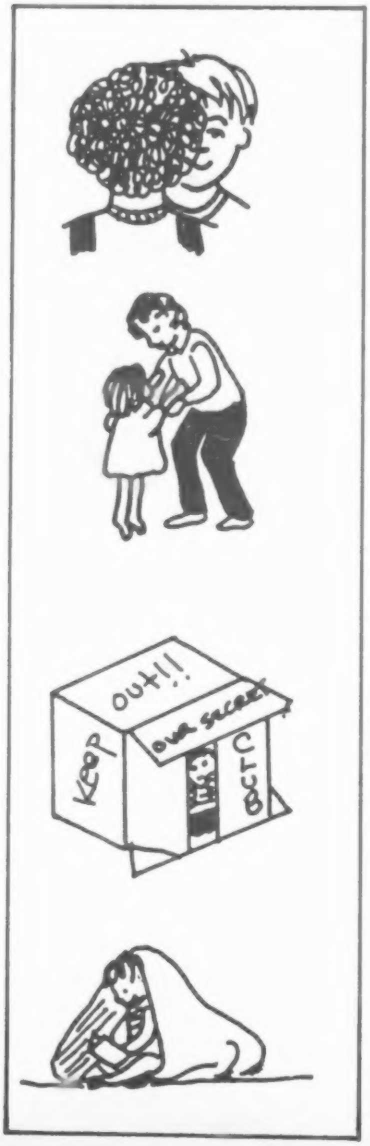


Because school-age children grow and go so fast they need comfortable places to rest and relax.



School-agers need time for emotional growth

Good relationships with others are very important in the after school hours. You can give children more freedom to choose their friends than they have in school.



Children need a buddy-buddy time, to share secrets and silliness. They need friends of their own age to have clubs, share their interests, and learn the magic words, chants, and songs that make them "belong" to their group.

When there are brothers or sisters in the group, they need some time to be alone together.

They need some time alone to day-dream, cloud watch, stare in a mirror, read, listen to a record, or do nothing.

They need some space to keep their own things that they can be responsible for. In #4 there are ideas for making a "childs place".

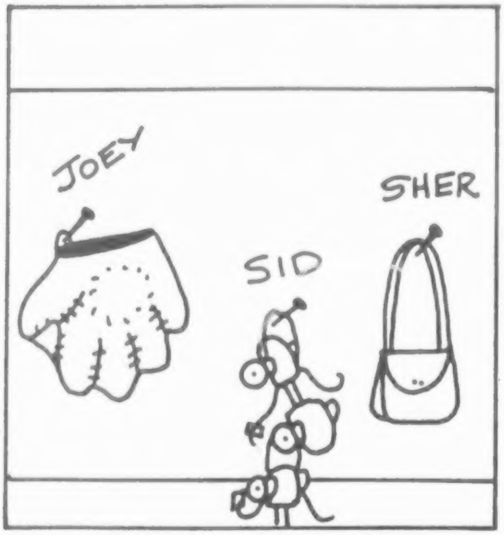
School-agers have special needs when they are in day care

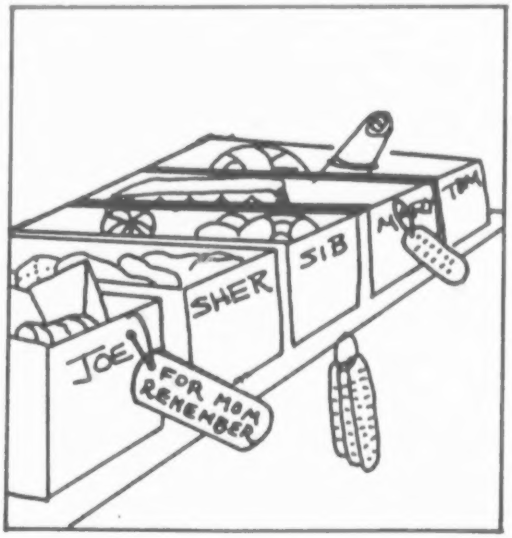
Children who go to day care after school instead of going home need to keep a closeness to their homes.

Each child's family is important to him. Children need to feel good about their own parents and home. They should not hear "bad things" about their family or have blame put on any family for their shortcomings.

When they bring important messages and things from school, they need a place to keep them together.

They need a way to remember to take homework had messages home.





How do you handle children's behavior?

When you care for kids you need to decide which things you will or will not allow kids to do. You also need to decide how you will respond to what they do.

If kids do something you want them to do:

- -let them know you approve of it
- -say exactly what it is you like
- -do some special little thing for them or say something nice
- -encourage them to do it again

If kids do something you don't want them to do:

- -say exactly what it is you do not like
- -stop it
- -put a time limit on it
- -act to change it right now because it is unsafe

If kids do something you don't like, but is not harmful:

- -ignore it for this time if it hasn't happened over and over
- -plan ways to keep it from happening again

If there is a serious behavior problem:

- -involve the parents to find a way to manage it together
- -get some professional help is you find you can't handle it alone

A sense of humor may be the most valuable thing you have for working with children day after day. Laugh at yourself or at a situation. Never, of course, make fun of the child.

Activities

Programs have different activities according to the needs of the children, parents, and caregivers. If any of the following things are a part of your program, you and the parents need to decide together how you might handle them.

homework music practice household chores	→	may or may not happen in your home but must be decided by you, the child and parent
scouts choir music lessons sports	→	are activities away from your day care which the parent must plan ahead of time with you and the child; be sure to talk about how the child will get to and from the activity as well as who may, or may not, pick him up
bike rides skating sand lot ball "club" meetings visiting friends	→	happen in your neighborhood and out of your yard but where you still make the rules and are responsible
hobbies lists collections records books games	→	are things to do in your day care home, with you making suggestions and helping to keep things running smoothly

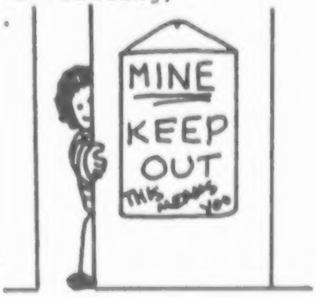
℞

Television can be strong medicine. Give it in small doses with lots of T.L.C. Supervise its use carefully and the child will come to no harm. See packet piece #3 for more information. Check TV listings each week and decide which programs can be used as choices and which cannot.

Your own youngsters

Balancing the needs of your own family with those of your day care youngsters can be very tricky. You want to be sure that as you try to be fair you don't short-change your own kids. Let your children have their own toys to be used when day care kids aren't there. Other toys can be shared.

Decisions need to be made about school friends visiting, going places after school, personal toys and room.



Care providers say different things about balancing rules for family and day care youngsters. Here's what three of them say.

"My kids and my day care kids have exactly the same rules and do the same things."

"All the children understand that my own kids are different and get to do some things the others can't do."

"My kids all have the same rules but they don't always do the same things as the rest of the group."

How do you feel? Be sure to have clear rules that all the children know about and understand.

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2 Growth and Skills

6-7 years of age	I am very active; sitting still is hard for me. I like running, jumping, chasing, and dodging games. I can dress myself, but sometimes I dawdle. Small groups, with boys and girls, are fun at play time. I like to wrestle, and have friendly fights. It seems one minute I'm "good" and the next I'm "not so good."
7-8 years of age	Slowly I'm getting taller. My friends and I all seem to have some habits like scratching or pulling our ears. Jumping rope, hopscotch and jacks are favorite games. I like to dress like my friends and do what they do. Sometimes when my parents make me mad I wonder if I'm really their child. Sometimes I want to make something but I can't make it work out like my idea. I can tell time. Often I argue about what I'm expected to do. I am interested in how boys and girls are different.
8-9 years of age	I like doing things with my hands, but I can't always make them do exactly what I want. I am good on a bicycle and roller skates. I like to work on group projects, but sometimes it's hard to follow rules and wait my turn. I know what's mine and what's yours. I like to know about what happened in the "olden days."
9-10 years of age	I take care of my own physical needs like baths and hair combing. I'm so busy I don't always get the rest and sleep I need. I'm not afraid to try things that people say are too dangerous. The "opposite sex" bugs me sometimes. I like to be part of "gangs" and clubs. Sometimes I get to visit my new friend who lives in a different neighborhood.
10-11 years of age	A lot of the girls I know are gaining weight. I enjoy working really hard to get better at climbing running and other things like that. Playing to see which team wins is neat. And it is fun to be on a team. Sometimes I need to be by myself. I put my good things in secret hiding places. Once in a while I like to plan ahead. It's interesting to hear how other people feel about things - and to tell them how I feel.
11-12 years of age	Everybody in my group likes a different game. I'll die if I don't get in that club soon. I enjoy doing things in school, my neighborhoood, and church. Team games are my favorites. Sometimes people notice I'm a little shy. I'm beginning to be able to see where my writing and drawing needs to be improved. Earning money would help me be a little more independent.

Reading Ideas for School-Age Children

Ages 6 & 7 like to read:

-Folktales such as Strega Nona by Tomie De Paola.

-Nonsense poetry such as Jack Prelutsky's The Baby Uggs are Hatching

-Books about prehistoric monsters; for example, Dinosaur Time by Peggy Parish.

-All kinds of picture story books, including The Garden of Abdul Gasizi by Chris Van Allsburg.

Ages 8 & 9 enjoy reading:

-Jokes, riddles, & silly poetry. Try Where the Sidewalk Ends by Shel Silverstein.

-Fairy tales and folktales from many cultures: The Brothers Grimm, Hans Christian Andersen, Verna Aardema, and others.

-About contemporary children, like Ramona and Her Father by Beverly Cleary and The Hundred Penny Box by Sharon Bell Mathis.

-And doing everything new, such as trying a recipe from Betty Crocker's Boys' and Girls' Cookbook.

Ages 10 to 12 are avid readers of:

-Stories about today's youth, such as books by Judy Blume.

-Funny stories, such as The Great Brain by J. D. Fitzgerald.

-Fantasy and science fiction, perhaps Madeleine L'Engle's A Wrinkle in Time or John Christopher's The White Mountains.

-Factual books about their hobbies, growing up, and anything that is currently a fad. Try You and Your Feelings by Eda LeShan.

-Books in series, such as "Choose Your Own Adventure" books.

treat TV with T.L.C.*

TALK ABOUT TV WITH YOUR CHILD!

TALK ABOUT PROGRAMS THAT DELIGHT YOUR CHILD

TALK ABOUT PROGRAMS THAT UPSET YOUR CHILD

TALK ABOUT THE DIFFERENCES BETWEEN MAKE-BELIEVE & REAL LIFE

TALK ABOUT WAYS TV CHARACTERS COULD SOLVE PROBLEMS WITHOUT VIOLENCE

TALK ABOUT VIOLENCE & HOW IT HURTS

TALK ABOUT TV FOODS THAT CAN CAUSE CAVITIES

TALK ABOUT TV TOYS THAT MAY BREAK TOO SOON

LOOK AT TV WITH YOUR CHILD!

LOOK OUT FOR TV BEHAVIOR YOUR CHILD MIGHT IMITATE

LOOK FOR TV CHARACTERS WHO CARE ABOUT OTHERS

LOOK FOR WOMEN WHO ARE COMPETENT IN A VARIETY OF JOBS

LOOK FOR PEOPLE FROM A VARIETY OF CULTURAL & ETHNIC GROUPS

LOOK FOR HEALTHY SNACKS IN THE KITCHEN INSTEAD OF ON TV

LOOK FOR IDEAS FOR WHAT TO DO WHEN YOU SWITCH OFF THE SET...

READ A BOOK.. .DRAW A PICTURE ...PLAY A GAME

CHOOSE TV PROGRAMS WITH YOUR CHILD!

CHOOSE THE NUMBER OF PROGRAMS YOUR CHILD CAN WATCH

CHOOSE TO TURN THE SET OFF WHEN THE PROGRAM IS OVER

CHOOSE TO TURN ON PUBLIC TELEVISION

CHOOSE TO IMPROVE CHILDREN'S TV BY WRITING A LETTER TO A LOCAL STATION... TO A TELEVISION NETWORK... TO AN ADVERTISER... TO ACTION FOR CHILDREN'S TELEVISION

*
TENDER
LOVING
CARE

ACTION FOR
CHILDREN'S TELEVISION
46 AUSTIN ST., NEWTONVILLE
MASS., 02160

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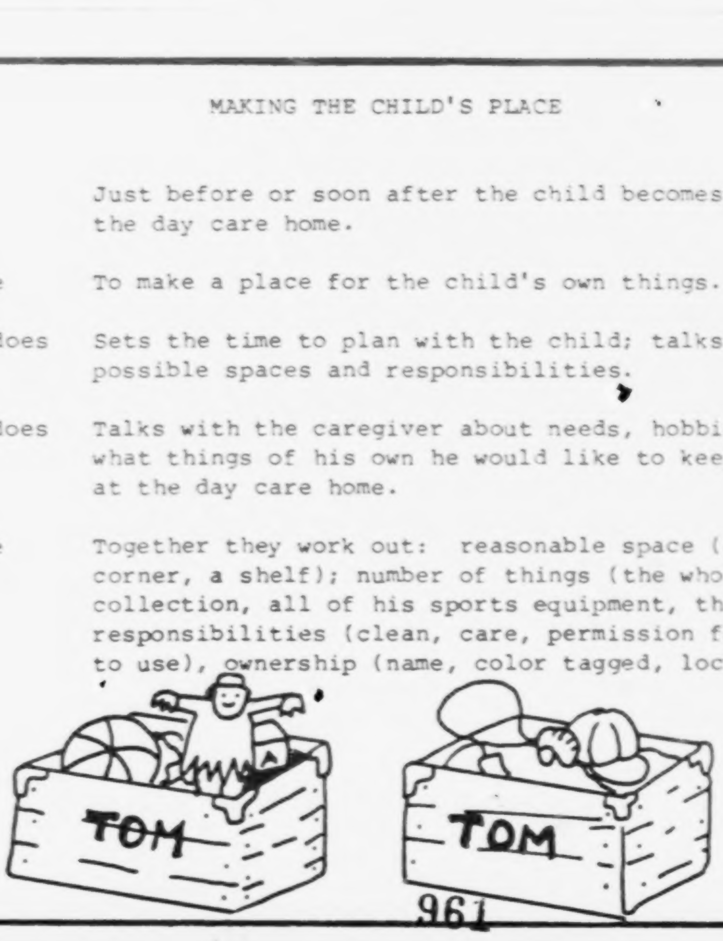
4 Something for children

MAKING THE CHILD'S PLACE

Time	Just before or soon after the child becomes a part of the day care home.
Purpose	To make a place for the child's own things.
Adult does	Sets the time to plan with the child; talks about possible spaces and responsibilities.
Child does	Talks with the caregiver about needs, hobbies, and what things of his own he would like to keep and use at the day care home.
Outcome	Together they work out: reasonable space (a box, a corner, a shelf); number of things (the whole collection, all of his sports equipment, the bicycle); responsibilities (clean, care, permission for others to use), ownership (name, color tagged, locks).



4 Something for children

THE CHILDREN'S MEETING HAS NOW BEGUN...

Set up a regular meeting time for you and the children to talk about your after school program. Choose a day and time when all the children are scheduled to be there. Arrange chairs or cushions to make a meeting place.

Give each child a chance to talk in turn. Respect all ideas, without making fun of them. Guide the children to talk about some of these things:

* what I like about our program
* what I'd like to change
* what I can do to help make change
* new things I'd like to do

Use this meeting to plan together for new things, like a visit to the library. Each week choose something you want to change and together decide who is to do what to change it. Then, next week review to see how it worked.

(If you have other very young children in your care you may want to set up a few special things for them to do during this time. This will make it easier for you to give mor attention to the things your school-agers say.)

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5 Something for yourself

Planning with parents before they join your program prevents lots of problems. Writing down decisions helps you both remember what was agreed on.

Some ideas which need to be discussed are listed below. Be sure you know how you feel about each one before you talk with parents. If you are already caring for children, and don't have a clear agreement, you need to discuss these ideas. Then make a written agreement. It can be as simple as a list of statements you all agree on and sign.

Having the child help with the planning gives the adults a better chance to see the child's needs. And it gives the child a clearer understanding of what behavior is expected. It also lets the child see that the parents and the caregiver can talk things over and that they agree on what needs to be done.

Parents, caregiver, and child will have to be sure they all understand the same rules. The child has to be a partner in the agreement for it to work.

Organized Group Activities

Can the child take part in activities outside the day care home? (scouts, church choir, teams)

Who takes the child to such activities - care provider, parent, school bus, other responsible adult?

Who decides which activities the child can go to?

How are you to know if the child got there safely?

Who tells the leader on the days the child can't go?

Whom does the leader call in an emergency?

Visiting Friends

Can the child bring friends to the day care home?

Can the child go to a friend's home after school?

Is an adult home at the friend's house?

How does the child get there and back?

How do you know when he's there?

Can the child leave the yard to visit in the neighborhood?

Lessons

Who is responsible for seeing that the child practices lessons? (music, swimming, sports)

How much responsibility does the caregiver have for school homework?

Single-parent Families

Who has custody of the child?

Which parent are you to take instructions from?

Should you allow the "other" parent to take the child?

Are there any legal restrictions that the you must know about?

Who signs permission slips?

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6 Something for parents

Dear Parent,

Here are some questions which I feel you and I need to talk about. I would like you to read them carefully and talk about them with your child and family. Then I would like to set a time when we can meet and talk about them.

Each of us will be more comfortable knowing what the other wants. I will want to write out a simple agreement about these and any other questions you might have. We can both sign it and have copies to be sure we are clear about the responsibilities. Remember, your child will have to be a partner in the agreement for it to work.

____
Your Care Provider

Organized Group Activities

Can the child take part in activities not at the day care home? (scouts, church choir, teams)

Who takes the child to activities - care provider, parent, school bus, other responsible adult?

Who decides which activities the child can go to?

How is the provider to know if the child got there safely?

Who tells the leader on the days the child can't go?

Whom does the leader call in an emergency?

Visiting Friends

Can the child bring friends to the day care home?

Can the child go to a friend's home after school?

Is an adult home at the friend's house?

How does the child get there and back?

How do you know when he's there?

Can the child leave the yard to visit in the neighborhood?

Lessons

Who is responsible for seeing that the child practices lessons? (music, swimming, sports)

How much responsibility does the caregiver have for school homework?

Single-parent Families

Who has custody of the child?

Should the caregiver allow the "other" parent to take the child?

Which parent should the caregiver take instructions from?

Are there any legal restrictions that the caregiver must know about?

Who signs permission slips?

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7

When you want to know more

ABOUT CARE FOR THE SCHOOL AGE CHILD

SCHOOL-AGE

BOOKS

The Cooperative Sports and Games Book
by Terry Orlick
cooperative games for children where
everybody wins and nobody loses
Cost: about $6.95

Half a Childhood: Time for School-Age Child Care
by Judith Bender, Charles H. Flatter and
Barbara Schuyler-Hass Elder
tells about needs of school-agers and
their families, also gives over 500 activity
and equipment ideas
Cost: about $10.95

Messing Around with Water Pumps and Siphons
by Bernie Zubrowski
science experiments that are fun
Cost: about $4.95

Children Are Children Are Children
by Cole, Haas, Heller and Weinberger
has lots of multi-cultural ideas and
activities
Cost: about $5.95

I Can Make a Rainbow
by Marjorie Frank
giant collection of arts and crafts
activities
Cost: about $12.95

Order all from: School Age NOTES
P. O. Box 120674
Nashville, TN 37212

Free Stuff for Kids
free and low cost things kids can
send for by mail
Cost: about $3.50

Order from: Simon and Schuster 212-245-6400
1230 Avenue of the Americas
New York, NY 10020

BOOKS

Practical Parenting Tips for the School-Age Years
by Vicki Lansky
lots of "it-worked-for-me" ideas
Cost: about $5.95

THINGS TO SEND FOR

"School Age Notes"
newsletter for school-age child care workers and administrators
Cost: about $12.95 (1 year subscription)

Order from: School Age NOTES
P. O. Box 120674
Nashville, TN 37212

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